

Hollyfield Pre-School Nursery Limited

Hollyfield Road, Sutton Coldfield, W Midlands, B75 7SG

Inspection date	14/03/2013
Previous inspection date	29/01/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with school and parents are exceptionally well promoted ensuring that children are wholeheartedly supported in their learning and as they transfer to full-time school.
- Children develop a strong sense of responsibility as they help each other and form friendships. This provides them with very good skills for the next stage in their learning.
- A very well-resourced indoor and outside learning environment creates a wealth of diverse learning experiences for all children. This ensures that children receive consistent challenge and provides exciting learning opportunities.
- Skilled and well-qualified staff ensure that children are consistently challenged in their learning. This results in children, who thoroughly enjoy their learning and eagerly approach new challenges with confidence and enthusiasm.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation of children's activities with the manager.
- The inspector looked at children's assessment records, nursery policies and planning documentation.
- The inspector observed activities and interaction between staff and children during outdoor play in the toddler room, pre-school room and in the host school building during lunch.
- The inspector held meetings with the manager and deputy manager and spoke to several members of staff and parents.

Inspector

Susan Rogers

Full Report

Information about the setting

Hollyfield Pre-School Nursery Limited was registered in 1993 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Sutton Coldfield area of Birmingham and is privately managed. The nursery serves the local area and is accessible to all children. It operates from purpose built premises on the site Hollyfield Primary School and there are two fully enclosed areas available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status.

The nursery opens Monday to Friday during the school term and provides holiday care for children aged two to eight years during most of the school holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 126 children attending, of these 92 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the storage of books, so these are easy for younger children to locate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The welcoming and extremely well-resourced environment provides children with vibrant and stimulating learning experiences. They are thoroughly supported in their learning by a very skilled and dedicated staff team. Staff use their extensive knowledge of how children learn to ensure that they enjoy their time at nursery. As a result, children make very good progress across all areas of learning. They are highly enthusiastic learners and experience consistently challenging and interesting activities.

Staff carefully observe and assess children's activities and use this information to accurately plan for the next steps in their learning. This ensures that children enjoy activities, which are stimulating and interesting and provide them with maximum learning opportunities. Staff have secure knowledge of the characteristics of learning, which results in first-rate quality of teaching. This ensures that teaching and children's learning

opportunities are clearly directed towards areas where they need further challenge and development. Excellent use of open-ended questions extends children's understanding as staff encourage them to think about their activities and solve problems. Careful planning ensures that all adult-led activities are effectively prepared with all relevant resources and materials made accessible. This ensures that children gain maximum learning opportunities as staff then focus on adapting their teaching methods to meet children's individual needs. For example, an adult-led activity encourages children to observe and discuss the characteristics of fruit. They skilfully use their communication skills to describe what they see and represent this in colourful images using paint. They demonstrate excellent control as they use paintbrushes, pencils and crayons, which helps to promote their early writing skills. This also encourages them to respond creatively to what they see. They are able to count how many pieces of fruit they have painted and recognise the numerals that staff write for them. The more able children write their first and second names, so that they can identify their work. Most importantly, children enjoy listening to each other's opinions and learning as a group. Children continually instigate their own play as they enjoy learning as a group and listen to each other learn.

Outdoor play activities are used creatively to provide children with exciting experiences. They make a den from large sheets and musical instruments and say they are making a museum. Staff roll out large sheets of paper and instigate a wellington boot printing session. Children thoroughly enjoy being creative as they experiment with mixing colours and talk about the patterns and the number of different imprints, which they make. Younger children enjoy the painting on the floor using large rolls of cardboard and sheets of plastic. They experiment with texture and colour as they make hand prints and practise using tools and brushes. High emphasis is placed on children's communication skills throughout all activities as staff ask questions and encourage them to be curious and adventurous in their play. As a result, children are confident communicators, confidently ask questions and develop an extensive vocabulary very quickly. Staff respond quickly to children's natural curiosity. They readily provide children with further ideas for them to explore to add depth and challenge to their learning. Strong partnerships with the host school are used creatively to extend learning opportunities for children, who need additional challenge to ensure that they make optimum progress in their learning. Children are learning an excellent range of skills. This prepares them very well for the next stage in their learning and for their transition into full-time school.

Wide ranging opportunities are available to ensure that children have fun and enjoy their learning. Children enjoy creating their own dance moves as they listen to music. This provides them with tremendous opportunities to develop their confidence and physical skills and to relax as they enjoy their learning. Parents are very actively included in their child's learning as they have regular access to their assessment records and include their impressions of their learning. Together, with daily diaries of children's activities, they enable staff and parents to have a fuller picture of the progress their child has made. There are regular discussions with parents as their child is collected and at parents' evenings that extends staffs' knowledge of each child's needs. Staff offer parents regular workshops, so that they can have first-hand experience of how their child learns. This provides parents with ideas of how their child's learning can link specifically to their developmental needs. This ensures that children's learning is carefully planned to meet their individual needs as parents are fully supported.

Younger children thoroughly enjoy the attention, which they receive from the enthusiastic and dedicated staff. They enjoy music time and join in with the actions and move their whole bodies to the rhythm and tune of the songs. There is plenty of space for them to freely navigate around the room and reach for low-level furniture for them to pull themselves up against. However, there is greater scope for the younger children to access books more freely as some of these are difficult for them to reach.

The contribution of the early years provision to the well-being of children

Children settle very quickly as they start to attend the nursery, as a result of carefully managed settling-in visits. Each child has a key person that ensures their individual care needs are met in full and make sure that parents are kept updated of all aspects of their child's care and learning. There are excellent relationships established with parents from very early on. All staff use the information, which they receive from parents extremely well, in order to meet children's specific needs. Staff skilfully liaise with parents to ensure that children's care is consistent and they record details of children's individual care needs and their abilities when they start at the nursery. Staff also work closely with one another as they discuss children's care needs, so that they can benefit from each other's expertise and provide optimum learning opportunities. This results in children, who feel secure and are exceptionally well cared for.

Children form close and trusting relationships with their key person. Staff support children in managing their own behaviour, helping them to develop independence and make positive relationships. They play alongside one another and happily share toys and resources with each other. Staff provide lots of praise and encouragement when children behave well or achieve a goal. This results in children enjoying their learning and displaying impeccable behaviour throughout the nursery. Children develop firm friendships with others and readily include each other in their play. As well as children enjoying individual support from staff, strong emphasis is placed on those working in groups and developing their listening skills. This provides them with very good skills for the next stage in their learning and as they move onto school. Learning in groups encourages children to take their turn and enjoy listening to each other's opinions.

There is excellent support in place for children, who are developing their independence. Older children are very independent and demonstrate strong self-care skills. They take towels from the low-level dispensers and take it in turns each day to pour drinks and serve each other a snack. This provides children with the valuable skills, which they need in the next stage of their learning. They learn how to make positive choices regarding the food they eat as they enjoy a healthy school meal and have snacks of fruit. Children, who have special needs and/or disabilities and those learning English as an additional language are provided with extensive support. Staff are skilled at working with outside agencies and increasing their own skills, so they provide support that is clearly focussed on children's specific needs.

Children are encouraged to take risks and learn about safety through challenging

activities. They have great fun as they learn how to ride a two-wheeled bike as staff support them and demonstrate how this is done. Children learn as they watch staff, listen to instructions and watch how others develop their skills. They are actively involved in 'forest school' experiences. Children visit local parkland and learn how to make dens and respect the countryside. They learn how to keep themselves safe as they negotiate more challenging territory, which encourages their problem solving skills. Children grow in confidence as they learn outdoors and develop a thorough understanding of how to keep themselves safe. Staff manage transitions within the nursery with care and attention and closely focus on children's individual needs. They place high priority on ensuring that there is a seamless transition as they move into another room. Parents are heavily involved in the move and staff plan settling-in sessions in the room children are due to join. Key persons and other familiar children provide continuity for them as they move into another room as they become part of the permanent staff in the child's new room.

The effectiveness of the leadership and management of the early years provision

A very strong and skilled management group are deeply committed to driving forward exceptional learning opportunities for all children that attend this nursery. There is thorough in depth monitoring and a persistent drive to provide children with learning opportunities that meet their individual needs. This results in children, who make exceptional progress and thoroughly enjoy their learning. Plans to achieve further improvements are well documented and demonstrate the managements' understanding of their responsibilities towards all children. Monitoring of staff performance is thorough. This ensures that staff are constantly improving their already first rate understanding. They have comprehensive training that is carefully selected to enhance their professional development. This results in a highly effective and confident staff group. Staff are also exceptionally well supported as they work towards further professional qualifications. This results in a cohesive staff group, who whole-heartedly share the vision for excellence and ambition of the management.

Staff know that they are valued and their opinions are considered when plans are made for the development of the nursery. Regular supervision and monitoring of staff progress ensure that their performance is excellent and they feel fully valued in their role. Staff meetings and regular consultations with individual staff makes sure that the drive for improvement has a clear focus and is purposeful.

There are highly effective safeguarding arrangements in place that protect children. The management team have attended safeguarding training and so have a thorough understanding of their responsibilities. Through the comprehensive induction, all staff are clear about their responsibilities in protecting children. Children, who are moving onto full-time school, are very well supported through a wide range of carefully managed activities. There are very effective relationships in place with the host school and a number of other schools that children will eventually attend. Links with the host school are firmly established as the nursery uses their dining room, kitchen and an adjacent school hall for indoor physical activities. Children, who need additional challenge also access literacy

sessions in school. They visit the school dining room daily to have their lunch. This promotes their confidence with their new environment and provides an excellent introduction for those children, who are due to start school. Exchange visits to other schools that children will transfer to are highly effective in helping them move. Managers meet regularly with other settings through networking where they offer advice and share aspects of their practice.

A range of innovative activities are in place to make sure that parents are involved in many aspects of the nursery organisation. Parents actively fund raise to purchase equipment and to help families in need. They are fully consulted regarding future plans for the nursery through questionnaires, newsletters. Parents are encouraged to share their skills, ideas and suggestions through the honest and friendly approach of all staff. Staff are eager to listen and readily respond to suggestions regarding further improvements to children's care and learning. Questionnaires, along with parents active involvement in their child's learning, enable managers and staff to identify strengths and weaknesses. As a result, children make optimum progress as there are clear plans in place to drive forward a raft of improvements that are designed to provide specific support for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	228917
Local authority	Birmingham
Inspection number	907748
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	126
Name of provider	Hollyfield Pre-School Nursery Limited
Date of previous inspection	29/01/2010
Telephone number	0121 311 2920

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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