

Inspection of The Hollies Pre-School Limited

Lower Park School, Hazelbadge Road, Poynton, STOCKPORT, Cheshire SK12 1HE

Inspection date: 26 September 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly into this home-from-home pre-school. Staff interact with children in soft and caring ways. All staff prioritise treating every child as unique and get to know children well. They design the curriculum to support children to develop their emotional well-being. Staff support this throughout the day through positive praise and supporting children to regulate their emotions. The setting has a long-standing staff team, who know children and their families extremely well. As a result, all staff have a clear overview of how they can support children to feel confident and at home within the pre-school. Staff are positive role models. They communicate the routine of the day to children. This helps children to understand what is coming next and supports smooth transitions within the pre-school.

Outdoor learning is a key feature in all children's daily routine. Staff plan free flow between inside and outside to allow children to make their own choices. They promote children's physical development well. For example, staff encourage children to use crates to stack, climb and balance in the garden. This supports children to take appropriate risks and develops their gross motor skills. Overall, children behave well. They engage their peers in their play and all children enjoy listening to stories and songs together.

What does the early years setting do well and what does it need to do better?

- Leaders have worked to create strong partnerships with parents and carers. The carefully designed settling-in process for families and their children is unique and supportive. For example, all families attend a welcome evening to be introduced to all staff prior to their children starting. Parents receive an overview of what the routine is like for children and their expectations. This helps families to have trust and reassurance in the pre-school's process.
- All staff know children well. Staff interact with children during their chosen play activities. However, at times, they do not consistently respond and adapt their teaching to build on what children already know and can do. For example, during spontaneous play, staff do not follow children's lead when attempting to solve problems. This does not keep children engaged and working towards their next steps in development at these times.
- Children have settled well into the new term at the pre-school. Children who have recently joined the pre-school have already started building bonds with their peers and the staff who care for them. Together, they engage in circle time for a mindfulness session. This helps to support children's emotional well-being and self-esteem.
- Staff identify and support children with special educational needs and/or disabilities within the pre-school. They allow children the time and space they

need to settle into the pre-school. This allows them to get a true picture of when children may need a little more support. Staff make referrals in a timely manner. They work collaboratively with multi-agencies to gain the correct support for children.

- Staff report feeling happy and valued in their roles, which is reflected in the long-standing nature of the team. Regular supervision sessions provide opportunities for staff to receive support and constructive feedback from leaders. This helps to ensure that staff have a clear understanding of how they can continue to improve their practice within the pre-school.
- The curriculum for communication and language is strong. Staff offer useful group times to encourage children's attention and listening skills. During group times, staff encourage younger children to be more active and follow along with action songs. Older children engage in longer stories and learn about new concepts. As a result, children engage with these sessions extremely well and they are suited to children of all ages.
- All staff support children to make healthy choices. They provide a daily of snack to all children and have regular discussions about healthy foods. Staff work together with families to make sure that children's packed lunches are healthy. Leaders also share the pre-school's healthy eating policy. This partnership working enhances children's understanding of developing healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to respond and adapt their teaching to ensure that it builds consistently on what children know and can do.

Setting details

Unique reference number	EY388978
Local authority	Cheshire East
Inspection number	10407739
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	36
Number of children on roll	46
Name of registered person	The Hollies Pre-School Limited
Registered person unique reference number	RP528762
Telephone number	01625 850 176
Date of previous inspection	16 January 2020

Information about this early years setting

The Hollies Pre-School Limited registered in 2009. The pre-school is independently run by a committee and operates from a designated mobile building that is situated in the grounds of Lower Park School in Poynton. It employs 13 members of childcare staff. Of these, one member of staff holds a qualification at level 5, eight staff hold qualifications at level 3, two staff hold qualifications at level 2 and two members of the staff are unqualified. The pre-school is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The pre-school offers out-of-school and holiday care. It provides government funded childcare.

Information about this inspection

Inspector
Remi Stennett

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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