

# Holly Hill Private Daycare Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY385412
<b>Inspection date</b>	26/05/2009
<b>Inspector</b>	Andrea, Jane Lockyer
<b>Setting address</b>	Holly House, Holly Hill, GATESHEAD, Tyne and Wear, NE10 9NQ
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Holly Hill Nursery has been registered with the new owner since November 2008. It is located in the Felling area of Gateshead. Local amenities and public transport systems are within walking distance. Children are based in three core rooms on two separate levels of the building connected by stairs. Access to the outdoor area and older children's dining room is via another flight of stairs. The outdoor area is fully enclosed. The nursery is registered on the Early Years Register and the Compulsory part of the Childcare Register. The nursery is open from 07:30-18:00, Monday to Friday, 51 weeks of the year. There are currently 63 children on roll all of whom are in the early years age range. Children who attend the setting are from the local and surrounding areas. The nursery is in receipt of funding for nursery education.

All staff who work directly with children hold a recognised childcare qualification, from National Vocational Level 2 to level 4.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The nursery provides a warm and inclusive environment where children are secure and happy. Systems of observation, assessment and planning for some children are not effective enough to successfully identify individual children's learning and next steps. Most areas used by children are organised and equipped well. Staff form positive relationships with parents and have strong links with other childcare professionals to ensure children's needs are met. Children with additional needs are very well supported. Staff and management are committed to evaluating their practice to identify strengths, weaknesses and areas they plan to develop. However; some key areas for improvement have not been identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor area to provide children with a richer learning environment
- ensure that sufficient, well maintained resources are organised effectively in the 'Jelly Tots' room, to allow children to initiate and extend their own learning and play and to provide more challenging and stimulating activities.
- ensure that observation, assessment and planning for children in the 'Jelly Tots' room is regular and effective in order to assess each child's learning; and the next steps for learning are clearly identified and planned for. Involve parents fully in their child's learning and development
- ensure that younger children are able to practise their self-help skills at meal times.

## **The leadership and management of the early years provision**

Staff provide a very welcoming and friendly environment where children and their families feel valued and included. Staff have developed positive working relationships with parents to ensure that children's individual care needs are effectively met. General information relating to children's likes, dislikes and personal care routines are collated when children first start, however, there is limited information obtained regarding children's development and starting points. Staff complete their own assessments of children's development and parents are able to access children's files on request. This means that parents are not fully included in their children's ongoing learning and assessment. Parents are initially provided with a handbook which provides them with good information about the setting, and the care, welfare and learning of their children. There is also a general notice board and displays around the nursery, which inform parents about recent events and general childcare information. Parents views about the provision are sought through questionnaires and open evenings are held once a year. Discussions with parents confirm that they are very happy with the care their children receive and have seen a great improvement in their children's development. They feel they are given good information and that staff are approachable and welcoming.

Children attending the nursery with additional needs are supported very well. Staff effectively work with parents and other childcare professionals to ensure that their needs are met and that they are fully included. Picture books depicting staff, resources, and areas of the nursery have been introduced for children who speak English as an additional language. As well as this staff have learnt key words from children's different languages to promote communication and help children feel included. Children with special dietary requirements are well catered for as alternative foods are provided in consultation with parents.

Staff take effective steps to safeguard children and promote their welfare. Rigorous recruitment procedures are in place to ensure that children are cared for by suitable and qualified staff. Effective risk assessments, visual daily checks and the good standard of security ensure that children are able to move around the indoor and outdoor facilities safely and remain safe on outings. Staff demonstrate a secure knowledge of child protection issues and the procedures to follow should they have any concerns. A range of good policies, procedures and practises are implemented well to promote children's care and welfare.

Staff demonstrate enthusiasm and an ongoing commitment to further develop their skills and knowledge to improve outcomes for children. They are supported well by an experienced management team. Regular appraisals and staff meetings are used to identify areas for development, share knowledge and skills, and provide staff with updated information. All staff have access to a variety of training courses throughout the year. Areas for future development have been identified, such as developing the outdoor area to create a stimulating learning environment. Although systems to monitor and evaluate the provision are in place and the areas highlighted for development are meaningful: They are not as well targeted as they

could be in order to bring about the maximum impact on outcomes for children, for instance, the limited range of well maintained resources and general organisation of the 'Jelly Tots' room.

## **The quality and standards of the early years provision**

Children are happy and settled at the nursery. They enjoy affectionate, caring relationships with staff and each other and most are developing good levels of self-esteem, confidence and trust. Older children confidently express themselves knowing that their thoughts and opinions will be listened to and valued for example; as they plan and discuss with staff what they want to do using their planning cards. Younger children in the baby room have developed very close links with the staff and will often seek them out for reassurance. Consistent boundaries from staff help children to learn how to behave responsibly. In general children are encouraged to think about the consequences of their actions; this helps them to understand right from wrong and supports their moral and social development.

The pre-school room (Jelly Beans) and baby room (Jelly Babies) are organised and equipped well. A wide range of well maintained toys and resources are easily accessible so that children can make their own choices and initiate their own play and learning. However, in the 'Jelly Tots' room, space is not effectively organised to provide independent choice and most of the resources and equipment are limited and jaded. In the role play area there are insufficient resources for children to develop their role play skills. Children enjoy playing outside using a variety of equipment to develop their physical skills. However; it is not used effectively to provide a wider learning environment for children.

In general children enjoy a good range of experiences both in and out of the premises that promote and enhance their individual development and learning skills. Older children are able to express their creativity as they engage in a variety of arts and crafts using different media, act out familiar scenarios as they role play and use small world resources. Children have good opportunities to socialise with each other as they all come together at different stages of the day and play outside together. Staff provide appropriate opportunities for younger children to develop their self help skills, as they encourage them to wash and dry their own hands, put their coats on and feed themselves. However; not all children who are able to are actively supported to feed themselves as they are fed by staff for convenience. Staff support the development of younger children's language well, they actively engage children in conversation, look at books together and encourage them to make sounds of the animals they see in the book. Older children are asked open questions and encouraged to talk about their experiences, family and friends. Mathematical concepts are brought into everyday experiences, such as counting rhymes and songs, counting how many children there are, measuring, volume and capacity as they play with water, or finding longer or shorter pieces of train track to fit into a space. All children enjoy daily visits to the sensory room and music room, to explore, light, texture, sound and rhythm. Children learn about their local community and wider world through regular outings to places of interest such as, farms, parks and the theatre.

Staff have a good understanding of the EYFS although it is not always implemented effectively in all rooms. Older children and the very young children are making good progress towards the early learning goals. In general staff plan daily activities that reflect children's interests, and use effective observations to plan the next steps in children's learning. However, in the 'Jelly Tots' room observations and assessments for all children are not regular and are not consistently linked to the stepping stones. They are not effectively evaluated so that children's individual next steps in learning are clearly identified against the early learning goals. Consequently not all areas of learning are effectively promoted to enable children to reach their full potential. Therefore; children in the 'Jelly Tots' room are making steady progress towards the early learning goals

Children enjoy a variety of experiences that promote a healthy lifestyle. Good daily opportunities for physical play inside and outside help the children to enjoy exercise and develop new skills. They plant their own potatoes, enjoy food tasting sessions and talk about healthy foods. They follow consistent daily routines for hand washing and are able to take a rest according to their needs. They have recently enjoyed a visit from a dentist to learn about oral hygiene. Children are beginning to develop a good understanding of safety as they cross roads safely, carry out fire drills and enjoy visits from the road safety officer.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met