

# Hollin Nursery

Inspection report for early years provision

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**Unique reference number** EY294443  
**Inspection date** 07/02/2011  
**Inspector** Susan Lyon

**Setting address** Hollin Children's Centre, Tintern Road, Middleton,  
Manchester, M24 6JP

**Telephone number** 0161 655 4429

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Hollin Nursery was registered in 2005. The nursery is run by Hollin management committee and operates from a purpose built building in Rochdale. Children are cared for in two rooms and are grouped according to age. A maximum of 29 children in the early years age group may attend the setting at any one time. There are currently 46 children on roll. The setting is open Monday to Friday from 7.45am to 5.45pm. The provision is registered by Ofsted on the Early Years register and on the compulsory and voluntary parts of the Childcare Register. There is a secure area available for outdoor play. The nursery currently supports children with special educational needs and disabilities and children who speak English as an additional language. There are 11 members of staff, 10 of whom hold early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are very happy and settled in the playgroup. Staff have a secure understanding of the Early Years Foundation Stage framework. Children generally make good progress in their learning and development. However, information from observations is not always used to plan for individual children. The partnerships with parents, local schools and other agencies successfully ensure that the needs of all children are met. The provision demonstrates strong capacity to continually improve the service provided.

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

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

- use information from observations consistently to identify and plan for individual children in order to help them achieve the early learning goals.

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

Children are safeguarded well because the staff are qualified, vetted and have a good understanding of child protection procedures. They are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures through the displaying of policies and information. The staff are deployed well to closely supervise children and respond promptly to their needs. Detailed written risk assessments of the premises and outings keep children safe. The emergency escape plan is in place and practised

regularly with children. This contributes significantly to their safety while on the premises. All the required policies and procedures are in place to ensure the safe and efficient management of the provision. Space and resources are organised well to allow all children to move around freely and safely. The manager leads the staff team through regular meetings and role models positive practices. She motivates staff and maintains their enthusiasm by involving them in decision making and valuing their input. Staff and management are highly committed to bring about improvements as they constantly review practices via excellent monitoring systems. For example, a welcome booklet has recently been introduced for new parents and staff now use tracker sheets in conjunction with observations to ensure all areas of learning are covered. Thorough steps have been taken to complete recommendations from the last inspection. For example, water is now freely available for children and a complaints procedure is well established. These improvements enhance the care for children and improve communication with parents. The staff are proactive in obtaining feedback from parents and children and respond well to comments received. The staff are fully committed and attend ongoing training to meet the diverse needs of children.

Children benefit significantly from staff working closely with parents. For example, a two-way flow of information each day keeps parents informed and ensures children's individual needs are met. Parents are welcomed into the setting and new children settle in at their own pace through a series of visits. Parents are fully involved in their child's learning by attending parents evenings and through the opportunity to share observation files at any time. New parents receive an abundance of information, such as, a comprehensive range of detailed policies, a welcome booklet and information on daily routines. Relevant information regarding the uniqueness of each child is obtained from parents, such as, medical conditions, culture and religion. This enables staff to provide an individualised service. Strong links are established with local schools delivering the Early Years Foundation Stage framework through arranging visits and sharing activities. This ensures progression and continuity of care and learning. The children are prepared well for the transition from the setting to school. Staff take photographs of the classrooms and arrange visits for children to meet their teachers. This encourages discussions and helps children view the move as a positive experience. Children benefit greatly from the setting, working effectively with other agencies such as speech therapists. Inviting professionals into the setting to discuss the delivery of individual development plans supports the setting in promoting positive outcomes for all children.

## **The quality and standards of the early years provision and outcomes for children**

The staff help children to learn by consistently interacting with them and skilfully asking them questions. They have a secure understanding of the Early Years Foundation stage framework and provide a rich learning environment. Colourful displays of numbers and letters, drapes and pictures create a welcoming and inviting environment for babies and children. The staff find out what the child can do on entry to the setting by asking parents to complete an Individual Needs form

on their child. The setting uses detailed observations, children's work and photographs to track children's development. However, the information from observations is not always used to identify and plan the next steps for individual children, hindering their achievement of the early learning goals. Children make good progress in their personal, social and emotional development as they enjoy positive relationships with staff and have fun. They are active and independent learners as they freely choose resources and successfully help to tidy up. Good opportunities to explore natural objects and textures are provided for babies. The staff promote an inclusive service by changing or adapting activities to enable all children to fully participate in activities as they choose. Children behave well as strong emphasis is placed on rewarding positive behaviour. This contributes significantly to their confidence and self-esteem. Their communication, language and literacy development is fostered well as children frequently use simple statements and initiate conversation. Babies happily babble and make sounds as they freely explore their surroundings. Communication is supported well by the use of sign language and visual timetables by all children. Children with English as an additional language are supported well as staff use key words from the child's home language as well as supporting their development of English. Children learn that print carries meaning as words and signs are displayed at their eye level. They enjoy mark making as they explain what they have drawn, such as, 'It's my nursery' and 'It's the home corner'.

The children gain sound knowledge and understanding of the natural world as they go for nature walks to look for squirrels and bugs. They understand the seasons as they talk about the leaves falling from the trees and watch the snow and ice melt. Children gain awareness of the cultures of others through planned themed activities, for example, they make lanterns for Chinese New Year. A good range of resources, such as, dual language books, ethnic dolls and play figures depicting disability help children become aware of the wider world. Signs are provided in different languages, such as, French, Polish and Chinese. Discussions take place that encourage children to talk about similarities and differences and the reasons for these. This promotes positive attitudes to diversity. Children's number and counting skills are developed as they recognise one and two in the number line and use number names in singing. They use mathematical language as staff talk to them about heavy and light and more and less. Children engage in imaginative play as they push the dolls in the buggies and enjoy singing their favourite songs. Activities such as these support children well to gain good skills for the future. The staff help children to learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around safely and confidently. Children benefit from fresh air and exercise every day as they enjoy balancing, jumping, kicking footballs and pedalling bikes. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children develop a good understanding of the importance of hand washing as staff explain it is to 'get rid of germs'. Children make healthy choices at snack time and water is freely available throughout the day keeping their bodies healthy and hydrated.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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