

# Hugo and Holly Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY275595

**Inspection date**

19/01/2012

**Inspector**

Angela Cole

**Setting address**

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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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.

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## **Description of the setting**

Hugo and Holly Day Nursery registered in 2004 and is one of two nurseries run by a private partnership. The nursery operates from a five-storey house in the centre of Gloucester. Children's areas on four floors include five base rooms, a creative room and an expressive arts and gymnastics room. There is an enclosed, outdoor area with covered veranda, gardening area and lawn. The nursery opens each weekday from 7.50am to 6pm, excluding bank holidays.

The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It is registered to care for 55 children under eight years at any one time. Of these, 55 may be in the early years age group, including a maximum of 18 children aged under two years. There are currently 84 children on roll aged from birth to under five years on a full- and part-time basis. The nursery also offers care for older children during holidays. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language.

There are 13 full-time staff and six part-time staff. Of these, 14 members of staff hold appropriate early years qualifications and three are working towards a qualification. There is one member of staff working towards a further qualification at level 3; a partner has teaching status with a specialist area of creative art and is working towards Masters of Arts in Early Years. The nursery has regard to the Reggio Emilia educational approach and provides funded early education for two-, three- and four-year-olds.

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

Overall the quality of the provision is good.

The nursery offers an inclusive environment where children settle to be happy and feel exceptionally safe. Children make good and, sometimes, very good progress in all aspects of their learning and development through interesting and stimulating activities and experiences. Their welfare is well promoted because of efficient organisation and excellent safeguarding arrangements. Systems to work in partnership with parents and carers are, overall, highly developed in ensuring the individual needs of children are effectively and consistently met. Leaders and managers are exceptionally successful in inspiring the staff team to work towards meeting a wide range of targets. As a result, they demonstrate good capacity to maintain continuous improvement in outcomes for children.

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

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

- obtain information from new parents so that what children can do in each area of learning is the starting point for next steps in their learning.

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

Children are fully safeguarded. The nursery is secure and staff have up-to-date knowledge and understanding of child protection procedures. Clear, supportive, management responsibilities result in any concern being swiftly dealt with. Precise records are maintained for the benefit of children's well-being. Children are safeguarded by extensive recruitment and vetting procedures, including successful induction of new staff. Comprehensive, risk assessment is fully documented and detailed to minimise potential hazards. Children display an excellent awareness of safety issues as they recognise how to keep themselves safe.

Staff well promote equality of opportunity. As a result, children progress effectively in learning, including those with special educational needs and/or disabilities and those speaking English as a second language. They gain a good understanding that, although everyone is different, all are just as important. Children learn well in and out of doors in accommodation that is, mostly, spacious, and well furnished with natural materials. Good deployment of varied, quality resources allows babies and children to select toys of their choice, as many are attractively stored within easy reach. Meaningful plans include diversity, with children learning about the wider world, including through a link to support African wildlife. A wide range of resources reflects positive images of gender, age, disability and culture, including books and small world figures. The individual needs of children are given significant consideration when planning use of the effective range of activities.

The partnership between the nursery and parents and carers is excellent, with both parties liaising closely so that children receive the care they require. Families report of their immense satisfaction with regard to information they receive about children's progress. They highly appreciate the efforts made to share children's records of achievement and to achieve their input. New parents share considerable information about their children, including children's stages in some areas of learning. Staff work substantially with agencies involved with children. Effective systems are developing to link with other providers delivering the Early Years Foundation Stage. For example, key persons give parents copies of children's learning records to share with other settings so children may benefit from continuity of care.

Many staff are well qualified and continue to attend training, so they retain and further increase their considerable early years knowledge. The staff work as a dedicated, committed team, as they are self-motivated and eager to maintain continuous improvement. Recommendations and an action from previous, regulatory visits are being well implemented to improve children's safeguarding and support through partnerships with parents. The nursery has successful methods of self-evaluation in place, in which all families, children and staff are well encouraged to participate. These help highly committed management and senior staff to identify the nursery's strengths and weaknesses, with future plans being

excellently targeted and increasingly monitored. For example, widespread plans include enhancing outdoor and creative resources and extending ways of following up contact links with other settings.

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

Babies and children make good and, sometimes, very good progress in their learning and development. Key staff accurately map children's progress towards the early learning goals. As a result, they are well aware of children's individual interests and needs to effectively plan their next steps. For example, babies and children's fascination with sensory materials and appropriate technology is well used for their learning. Key persons effectively share information as children transfer through the nursery, so they settle quickly and staff are well placed to promote their learning. Children are well supported by attentive, interested adults and are regularly challenged by open questions and comments to extend their thinking. For example, young children respond well to prompts to think how to fix a tumbling tower. Older children eagerly join in group activities to widen their skills. For example, they act out favourite stories and build large structures, including a 'monster'. Staff well extend children's activities. For example, they immediately find a ball when younger children brings skittles; they suggest that older children extend 'cake' making using wet sand by, tomorrow, making a real cake to celebrate a birthday.

Children effectively develop skills for the future in a good balance of indoor and outdoor, adult-initiated and child-led activities. They enjoy choosing books and speak out confidently; for example, with their news. They make marks with a wealth of media, including paint and chalks, and recognise their own and others' names. Children effectively solve problems, discussing 'one less' in number rhymes and using mathematical language correctly in their play. They actively learn about the wider world, using multicultural resources, such as dolls, and on regular excursions, including to the adjacent square. Daily opportunities for well-resourced, imaginative play successfully enhance children's creativity. Pre-school children effectively negotiate their roles and extend their understanding; for example, of dressing and caring for 'babies'.

Children feel very safe and secure. They have particularly strong bonds with staff and are very careful of younger children. They gain excellent awareness of how to keep safe; for example, while negotiating stairs and playing with road safety equipment. They confidently take small risks, climbing on beams, tyres and soft play equipment and safely creating extensive structures with large, wooden blocks. Children effectively adopt healthy lifestyles as they are active and enjoy extending their mobility skills in the spacious areas. As soon as they are mobile, they adopt good personal hygiene practice; for example, before eating. They recognise when they feel thirsty and make healthy choices from ample, nutritious foods offered at snack and meal times. Children's behaviour is exemplary. They follow consistent, ground rules and respond very well to staffs' gentle encouragement; for example, to move carefully indoors. They display extremely high levels of confidence and

self-esteem to focus for long periods on their chosen play. Older children work exceptionally well independently and with their peers, showing excellent negotiation and cooperation skills. Children relish opportunities to take on responsibility, readily volunteering to help with daily tasks, such as tidying and serving their own meals in pre-school.

## 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

### 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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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