

Hollytree Private Day Nursery

Inspection report for early years provision

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Inspector Nicola Dickinson

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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

Hollytree Private Day Nursery is managed by individual owners. The nursery registered in 1989 and operates from seven rooms in a converted coach house in the residential Ravensthorpe area of Dewsbury. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. There are secure, enclosed areas for outdoor play.

The nursery is registered on the Early Years Register. A maximum of 64 children may attend the nursery at any one time. There are currently 53 children from birth to under five years on roll, some in part-time places. The nursery supports a number of children with special educational needs and/or disabilities. The nursery supports a number of children who speak English as an additional language. The nursery also makes provision for children older than five years, which is registered on the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, 10 of whom hold early years qualifications to at least level 2. The Owner/Manager is qualified to degree level and one member of staff has gained Early Years Professional Status. The nursery is a member of the National Day Nurseries Association, the Pre-School Learning Alliance, the Kirklees Affiliation Scheme and the Federation for Small Businesses. The nursery provides funded early years education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally well cared for in a very safe, vibrant and welcoming environment. They make rapid progress in their learning because their interests are clearly identified and supported by enthusiastic and highly motivated staff. Partnerships with parents and other agencies are overall, superb. They actively contribute to evaluation and their expertise is drawn on to drive improvement. Equality and diversity is promoted extremely well across all areas of children's learning, so that they are fully included in the setting. Highly skilled staff are dedicated to professional development and innovative ideas set an inspiring vision for the sustainability of the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- expanding communication systems to ensure people who access the nursery occasionally, understand the different views, beliefs and backgrounds of families using the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well in the setting because robust security measures ensure children's safety is given utmost priority across all of their learning experiences. Electric gates, closed circuit television, rigorous identification checks and signing in and out procedures ensure that visitors to the setting are carefully monitored. All Criminal Record Bureau checks are in place and are effectively recorded and monitored. The staff have an outstanding knowledge of safeguarding procedures and policies, which protect children's health and welfare are embedded throughout. The nursery has comprehensive, robust risk assessments in place. They are embedded in practice and reviewed regularly. The environment is expertly organised with a wealth of developmentally appropriate resources, to promote independent learning in young children. The highly effective deployment of skilled, enthusiastic staff ensures that children are given superb levels of support across all areas of learning. Free-flow play throughout the rooms and into the secure outdoor area promotes independence in young children in their investigation of the environment. Also encourages older children to risk assess for themselves, therefore, keeping themselves safe. The innovative use of the outdoor area greatly enhances their access to resources, which develop their knowledge and understanding of the world and gives them optimal challenges to enhance their physical and social development.

The management team have a clear understanding of their strengths and utilise the skills of the staff team exceptionally well to provide a first class service for families, who use the nursery. An outstanding, continual self-evaluation process, which draws on the expertise of its stakeholders, identifies areas for improvement. These are addressed immediately wherever possible. Parents have identified a gap in the communication of information to extended families, which means that people, who attend the setting occasionally are not always aware of the cultural and religious needs of those who use it regularly. The management and staff are dedicated to professional development, accessing relevant training to improve their knowledge and skills. This ensures that the nursery has a highly skilled and efficient workforce. An excellent partnership with parents and a superior knowledge of the local community ensures the effective exchange of information to ensure that children's welfare needs are consistently met. A highly comprehensive system for sharing information with parents about children's progress, schemas, interests and next steps, ensures that parents are fully involved in their children's learning. Expertise and knowledge is exchanged and ideas for supporting children at home significantly enhances children's learning experience, such as supporting transporting schemas using simple shopping tasks.

Highly effective partnerships with other provisions and professionals are very well established. The very knowledgeable staff team, supported by the nursery's Special Educational Needs Coordinators ensures that children with special educational needs and/or disabilities are exceptionally well supported and fully included throughout. The multilingual staff team enhances the superb provision for children, who speak English as an additional language. The nursery's commitment to 'narrowing the gap' strategies and the use of the 'Every Child A Talker' scheme

ensures that even the youngest children make rapid progress in their acquisition of basic language skills. The effective use of displays and signs in different languages, which are supported by pictures ensures that users of the nursery feel fully included. An effective equal opportunities policy is in place and embedded throughout. A rich variety of resources depicting culture and disability and inspirational teaching, which links into the diverse local community, significantly enhance children's understanding of equality and diversity.

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

The nursery staff have an excellent understanding of the Early Years Foundation Stage. They expertly use their knowledge to observe and assess children, planning inspirational and motivating activities to enhance their individual preferences for learning. Children's starting points, next steps and interests are clearly identified ensuring that all children are presented with optimal challenges, which extend their learning both in the nursery and at home. Rapid progress towards the early learning goals is comprehensively tracked through learning records. Highly motivated staff participate with enthusiasm, modelling role play, demonstrating team games and actively participating in lively dances, songs and stories. Even the most reluctant children are inspired to join in and soon become engrossed in their play. An excellent balance of adult-led and child-led activities, ensure children enjoy a wealth of learning experiences both indoors and outdoors. The outside area, which was planned and developed by parents and children to meet their interests and needs, significantly enhances their opportunities to enjoy play in the fresh air while learning to risk assess for themselves. Their knowledge and understanding of the world and positive contribution are very well promoted as they actively participate in growing vegetables and maintaining the outdoor space. Excellent use of space and effective deployment of staff, ensures that children are provided with quiet areas for rest and sleep, which meet their individual needs and reflect their home practices.

The children in the setting feel very safe. Children's health and well-being is given utmost priority. Outstanding key person systems and settling-in procedures, which meet individual children's needs are very well implemented. An excellent understanding of how transition affects children ensures that they are given highly effective levels of support. Children are extremely confident and self-assured. They have exceptionally good relationships with their peers, which are demonstrated through sharing, team work, kindness to each other and consideration of each other's needs. For example, playing and talking quietly while a child who is ill sleeps. Close relationships with key persons demonstrate very secure attachments as children climb on their knees for cuddles and reassurance. The nursery has rigorous hygiene routines in place, which means that children are developing an excellent understanding of personal hygiene. Routines are firmly embedded, demonstrated by a toddler who asked for his toothbrush after eating his lunchtime meal. Children are actively involved with the cook in the planning and evaluation of menus. They have healthy choices at snack time and drinking water is readily available, ensuring that they are well hydrated. Children develop outstanding skills

for the future because staff are excellent role models, demonstrating team work, sharing tasks, being kind to each other and always using their manners. Children are very well behaved because modelled behaviour and developmentally appropriate explanations help them to understand why boundaries are set. Skilful teaching helps children to develop a very good understanding of right and wrong.

Children make exceptional progress in communication, language and literacy because innovative strategies ensures that their learning needs are targeted at an early age. This gives them the skills they need to progress towards the early learning goals. They are engaged in a wealth of stimulating activities, which motivate them to learn. Lively stories, interactive resources, group discussion and one-to-one conversation develop children's understanding of spoken and written language. Understanding of verbal communication is significantly enhanced by the use of sign language, demonstrated by young children as they use speech along with signs for 'please' and 'thank you'. Children develop an excellent understanding of mathematical concepts through stimulating activities, vibrant displays and the use of everyday language. Children's skills in critical thinking are promoted because staff expertly direct questions and prompts, which help them to solve problems and make decisions. For example, by setting up the outside space with chosen resources and encouraging them to risk assess the area before they use it, children are learning to assess their environment and keep themselves safe. Children are supported in facing challenges through the use of effective, enthusiastic praise. This helps them to build high levels of self esteem and gain the confidence to stretch their skills to new levels.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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