

The Hollies Nursery

Inspection report for early years provision

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Inspector

Catherine Greene

Setting address

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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

The Hollies Nursery has been registered since 2003. The nursery is located in Southgate and operates from a British Legion Building. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare register. They operate within the large hall and have access to the toilets, a kitchen area and an outdoor play area. The setting are registered for a maximum of 26 children under eight years; of these, 26 may be in the early years age range, of which eight may be under 3 years. There are currently 30 children on roll. This includes children in receipt of funding. Children attend for a variety of sessions. The group opens five days a week during term time. Sessions are from 9am until 12:30pm. There are eight members of staff who work with the children, of these, five work with the children on a daily basis. All staff have early years qualifications in childcare to NVQ level three. The setting receives support from the Early Years Development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a stimulating and inclusive learning environment for children. Overall areas of children's welfare, learning and development are effectively promoted. Children receive high levels of adult support, which helps them to achieve good progress in their learning and development. The staff team demonstrate commitment to maintaining continual improvement and systems of self-evaluation are mostly in place.

What steps need to be taken to improve provision further?

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

- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- include contributions from parents and other practitioners in the observation and assessment system.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and a secure knowledge of the procedure to follow to report concerns. The required checks are carried out on staff to assess their suitability to work with children. There is a comprehensive range of recently reviewed policies and procedures to ensure the good

organisation of the setting. Parents are provided with copies of the policies at registration and current events are posted on the notice board and delivered in newsletters. Risk assessments for the premises and any outings are carried out regularly. Staff work very well as a team; they know their roles and responsibilities very well.

The manager is enthusiastic and ambitious she constantly develops her own and the staff team's knowledge and skills within early years. Staff have attended many training opportunities in order to develop outcomes for children. Children benefit from the good organisation skills and forward planning. The development of self-evaluation and the ability to instigate improvements are evident within daily practice. However, the self-evaluation format has not been completed yet.

Good partnership working with parents helps ensure children's overall learning and development is a positive, shared experience. Parents are valued partners and the individual needs of each child are taken into good account. Key persons collect comprehensive information about children as part of the settling in period. They use the information effectively to plan for children's next steps. Parents continuing involvement is strongly encouraged; they contribute suggestions for activities, which they know their children will particularly enjoy. This is not yet fully contained in the learning record. Detailed daily records and newsletters keep parents well informed about their children and planned improvements to the overall setting.

This is an inclusive setting in which all children's differences are valued and respected. Staff provide good opportunities for children to learn about the world around them. The setting celebrates different cultural festivals by sharing food, stories and children enjoy making arts and crafts that note the occasion.

Staff adapt the hall each day making use of all available space for children's play and learning. There is a large amount of space for them to move freely in comfort and safety. Resources are used effectively to support children's learning in all areas. The learning environment is very well organised. The low-level shelving and boxes enable children to self-select from a range of good quality resources.

Partnerships with local schools are established and the manager and staff have a good local knowledge as part of a community setting.

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

Children are very confident, they are learning good social and independence skills because staff support them very well and they are extremely encouraging. Staff monitor children's progress through observations, which are then used to plan for children's next steps. The next steps in each child's learning journey form the basis of the planning to ensure continuous progress. Staff have a good understanding of the six areas of learning, and are gaining in knowledge about the learning intentions for each activity. They have the skill to make learning fun and stimulating by following the interests of the children.

Staff play alongside the children throughout the session, developing their language skills, knowledge and understanding through very good open questioning and discussion. Every member of staff is skilled at supporting the children's language skills, introducing new vocabulary and ideas to extend each child's understanding and knowledge. Children are extending their knowledge and understanding of the world as they experience nature during trips to Debowen Park. They collect leaves in the autumn and develop skills and new techniques that involve using their senses such as bark printing.

Children's health is positively promoted through the good personal hygiene practices and procedures followed by the setting. Children take part in fun activities to support them in learning how to keep themselves safe. Staff encourage the children to cooperate in team games and learn coordination skills, for instance when running in the hall throwing hoops and beanbags for planned physical play. They have good opportunities to extend their physical skills and enjoy the indoor sports session during wet play. They enjoy exploring in the outdoor area and during the trips to the park and local library. They use play equipment with confidence and are absorbed in imaginative play in the homemade den where they really enjoy the enclosure.

The setting is committed to providing healthy snacks for children. They take account of individual dietary needs and work closely in partnership with parents who provide healthy packed lunches.

Key staff work closely with parents to ensure children are happily settled. The reassuring, supportive approach helps promote an inclusive atmosphere where both parents and children feel valued. Children's behaviour is gently guided by the staff who sensitively explain to children what is expected of them.

Well considered and imaginative purchases of new resources provide all children with a diverse range of resources that are well organised. Children make free and independent choices about what to play with from bookshelves and learning areas.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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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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