

Holly Bank Nursery

Inspection report for early years provision

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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

Holly Bank Nursery is one of four private nurseries owned by the Portland Nurseries Ltd. It first opened under the current management in 2001 and operates from three floors within a converted, semi-detached house, situated approximately two miles from Huddersfield town centre. The nursery is open every weekday throughout the year between 7.30am and 6pm, with the exception of bank holidays and two staff training days. All children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 51 children under eight years of age may attend at any one time. There are currently 81 children aged from birth to under five years on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery currently supports children with special educational needs and/or disabilities and children with an additional language.

The nursery employs 17 members of staff, 15 of whom have a relevant early years qualification to at least a National Vocational Qualification at Level 2. One member of staff holds Qualified Teacher Status. The nursery has achieved the Investors in People award, a Kirklees Healthy Choice Award, a five star food hygiene certificate and have gained a silver award from the Eco-Schools Programme. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and happy environment for children where they are valued and respected as individuals. The nursery is proactive in creating highly effective partnerships with parents and other professionals to ensure excellent care for children. A comprehensive knowledge and understanding of children's welfare, learning and development means staff are skilful in planning purposeful and developmentally appropriate experiences. Most children are making good progress in their learning. Robust and rigorous self-evaluation has identified areas for development and plans for the future to secure improved outcomes for all children.

What steps need to be taken to improve provision further?

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

- monitor children's progress more closely in order to identify gaps in children's learning and target support more accurately so that children's progress across all areas of learning is always equally supported.

The effectiveness of leadership and management of the early years provision

Excellent policies and procedures and the superb management of the nursery combine to significantly enhance children's welfare. Children are safeguarded and expertly protected because staff have an excellent understanding of safeguarding issues. Robust policies and procedures are regularly reviewed and implemented consistently to ensure any concerns are promptly dealt with. The nursery group has a clear recruitment policy and demonstrates a superb commitment by supporting continued professional development for all staff, ensuring they regularly attend training courses. Secure premises and staff who are vigilant means that children are safe and cannot leave the premises alone. Daily risk assessments of the premises and equipment used by the children are rigorously carried out, which actively contributes to children's safety.

Consistently high levels of qualifications, comprehensive knowledge of the Early Years Foundation Stage and child development means that staff are skilled at identifying and meeting children's diverse needs. The nursery monitors all children's achievements and puts strategies in place to support each individual child. This means staff effectively identify and seek early support for children, ensuring that all children have equal chances to achieve their full potential. The nursery is committed to sustainability and has adopted an eco-code. For example, children learn about environmental issues when they turn lights off and recycle paper. Being part of a group gives the nursery the ability to call on a bank of staff whenever needed. All staff work to the same high standards and are conversant with the nursery's policies and procedures, which actively contributes to continuity for children. Improvements made in the quality of teaching, planning and recording systems have had a positive impact on children's outcomes since the last inspection. Leaders are able to identify the positive steps they have taken to significantly enhance the provision, such as changes to the management team. They are highly motivated and have dynamic improvement actively planned in order to secure better outcomes for all children. This includes the introduction of a progress monitoring system so that staff can identify gaps in children's learning more closely to ensure support is targeted accurately.

The nursery has excellent partnerships with parents and other professionals, which promotes inclusive practice. Parents say they feel welcomed and involved both in the nursery and their children's learning and development. For example, they have opportunities to join in at nursery through stay and play sessions or by attending parents' forums. The nursery is proactive in its response to children's needs and strives to obtain the best possible support for children in their care. They have created first class relationships with other providers and partners also involved with the children. This significantly enhances all aspects of provision and contributes fully to ensuring the needs of all children are met.

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

Children demonstrate a strong sense of security and show they feel safe in the nursery. They show a well-informed understanding of dangers and how to stay safe when handling tools. For example, when working at the woodwork bench they know to be careful by saying 'very slowly with the hammer' 'cut the wood, not your fingers' 'saw to cut the wood or your fingers will bleed'. Children demonstrate an excellent understanding of personal hygiene practices. Very young children have opportunities to develop their self-care skills when they use baby wipes to clean their own hands before eating. Older children learn about keeping healthy because staff teach them about the germs that get on their hands. Children are extremely confident and self assured as they independently climb the step stool to wash their hands after messy play activities. Children have daily opportunities for daily physical exercise and fresh air. They have access to designated play areas, go on regular walks to the local park or to the sister nursery to access the forest school.

Children are making outstanding progress towards the early learning goals because staff regularly observe children and generally plan activities to meet their needs and interests. Children are developing their language for communication, thinking and reading skills as staff have made books which include photographs of children participating in various activities within the nursery. They use these books effectively to encourage children to recall and talk about their experiences. Children enjoy developing early writing skills through a wide variety of mediums and physical activities, both indoors and outdoors. For example, finger painting, and making snow angels on the floor in flour, painting outside with water or chalking on chalkboards. Overall, children's numeracy skills are enhanced through everyday activities. For example, one to one matching when laying the table shows children's understanding of numbers as labels and for counting. Sorting and grouping toys and resources at tidy up time effectively develops children's calculating skills. Overall, children enjoy an excellent range of activities to develop their problem solving skills, very occasionally staff pay less attention to fostering these skills during these activities. Children gain strong skills in technology as they access a variety of games on the computer, cameras or use torches in their play. Younger children develop these skills through cause and effect toys and lift the flap books. This means children are developing good skills for the future.

Children are supported to be motivated and interested to learn by staff that encourage them to participate in activities that are imaginative and creative. For example, a week long project 'Iceland' encouraged all children to participate in a variety of activities. Children create their own Iceland in a tray which contains shaving foam and animals. Some children make icebergs in the craft area and others make real ones by filling cups with water and freezing them. The children observed the change from liquid to solid and put the real ice into the tray, talking about temperature and texture. Children are effectively supported to take turns in the nursery. For example, the use of a sand timer promotes children's understanding of time when waiting for a turn on the computer. The nursery works together with parents to develop staff knowledge of the diverse cultures of children that attend the nursery. For example, enthusiastic parents visit the

nursery to share their expert knowledge, at times of celebration such as Chinese New Year, Diwali or Eid. This parental involvement inspires children to develop positive attitudes to their own and other people's cultural and spiritual beliefs.

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	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	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	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	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