

Holly House Private Day Nursery

Inspection report for early years provision

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Inspector

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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 House Private Day Nursery was registered again in 2011. It was originally registered in 1986. It operates from a detached house on the outskirts of Leeds. The nursery is open five days a week from 7.45am until 6pm, except for a week at Christmas and Bank holidays. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 37 children under eight years, of whom, no more than 20 may be under two years at any one time. Currently there are 83 children on roll, all of whom are in the early years age range. The setting provides care for children with English as an additional language and also for those with special educational needs and/or disabilities. The nursery has 15 members of staff, out of these, all hold relevant early years qualifications and all are working towards further qualifications in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy, settled and very confident in the setting, as staff develop warm and caring relationships with them. Therefore, they make excellent progress. All children have very easy access to well-arranged playrooms and are able to make choices from a vast range of interesting and stimulating activities, which meet their learning needs. Extremely strong partnerships with parents and other settings, which provide the Early Years Foundation Stage ensure that all children's needs are thoroughly met. The manager of the setting consistently works to improve the provision through further training, which enhances the staffs' childcare practice and aids promoting excellent outcomes for children. The nursery has completed an in depth self-evaluation form to ensure that future improvements are prioritised and driven forward effectively.

What steps need to be taken to improve provision further?

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

- labelling toys and equipment, to further support children's understanding that print carries meaning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well through the implementation of very comprehensive policies and procedures, and effective recruitment, employment and ongoing appraisal systems. The manager is the designated safeguarding officer and attends training on a regular basis to ensure that her knowledge and procedures are up-to-date to protect children from harm. Safety and security is

given the highest priority throughout all areas of the setting. Extensive risk assessments are completed for all areas of the nursery thoroughly, both indoors and outdoors. Also, visual and written daily checks are carried out prior to the children coming into the nursery to identify potential hazards. All risk assessments are reviewed regularly and signed and dated according to regulations.

Staff make extremely good use of the available space in the building, providing attractive playrooms, both indoors and outdoors and excellent resources for the children. Excellent ratios of adults to children are maintained overall, so that children develop a sense of belonging and their individual needs are met exceptionally well. Staff work towards an inclusive setting, so that children feel valued and included. Children's awareness of diversity is promoted extremely well through special celebrations, including a variety of religious and cultural festivals. Children with English as an additional language are very well supported and lots of multi-lingual posters are displayed around the setting.

The nursery has an excellent partnership with parents. The manager ensures that settling-in periods meet with both children's and parent's individual requirements. Parents receive thorough information through regular newsletters and notice boards around the setting, where all key person's photographs are displayed with lots of very useful details. Staff make all parents feel extremely welcome in the nursery and provide daily written and verbal feedback, in addition to regular consultations. This means that parents are continually involved in their children's learning and actively involved in their development. Parents are given access to their child's profiles regularly and are encouraged to contribute to them. They complete 'all about me' books when children begin to ensure that they are continually monitored. The nursery has very strong links with the local schools and the children's centre. Exceptional transition procedures are in place for children when they move to another room in the setting and also before they go to school. For example, local schools are invited into the provision and children's profiles are shared. Reception teachers are invited to come and meet the children. The nursery has strong links with outside agencies that fully support children with special educational needs and/or disabilities. They have an outstanding input at meetings with other professionals, in order to give strong support to both parents and children, to help them reach their full potential.

A well-written self-evaluation form is exceptionally well targeted to bring about improvement, which has an excellent impact on the children. For example, one target is to improve children's oral health by introducing teeth brushing. All of the staff team are fully included and regularly reflect on the service they provide. They also gain feedback from parents and children to evaluate the quality of the nursery. Children benefit from a consistent staff team, who have very clear roles and responsibilities and work together extremely well. They are very enthusiastic and knowledgeable about the Early Years Foundation Stage.

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

The children feel very secure, confident and safe within the setting. Each child has a key person, who is responsible for ensuring that the children's welfare needs are met, their progress is noted and recorded and their next steps for learning identified and built upon. These records are in depth, along with a secure tracking system, which is in place and fosters children's rapid progress. The close relationship the children have with their key person means that they are making excellent progress in their learning and development. Staff complete detailed individual profiles for each child. These contain lots of precise observations, which are clearly linked to the areas of learning and next steps are recorded. All profiles are fully supported with a wide variety of photographs and children's own artwork. Planning is completed in depth and takes on board children's individual needs and their interests. It is flexible to ensure that it covers all areas of learning and is displayed for parents. Also themes are taken that children themselves choose.

Children have a vast selection of toys and activities, all at their height and easily accessible. However, they are not always clearly labelled, so children fully begin to learn that print carries meaning. Children freely access the computer. They share their knowledge with their friends and staff and have excellent mouse control. Children listen intently to the instructions, the story about the Pirates and sing along with the songs. They develop their creativity extremely well and enjoy taking part in the wide choice of creative activities available. They proudly use the glue and the different coloured paper as they make sun glasses out of egg boxes and straw and proudly show the staff and visitors them. More able children self-register in the morning when they arrive and choose where they wish to hang up their coats. Babies have lots of age-appropriate toys to play, which promote their all-round development extremely well. They enjoy playing with the large selection of treasure baskets that contain objects donated by parents. Children shake the home-made bottles and watch the bubbles appear. Together with their friends they sing about their bodies pointing to their hands, shoulders, knees and toes and receive lots of praise from the staff. All children have daily access to the large extremely well-resourced and natural outdoor area. More able children are very competent in putting on the all-in-one weather proof suits and their wellington boots independently. They learn to balance exceptionally well as they climb the wooden equipment and chase their friends around the trees. Babies go up and down the slide and have lots of fun as they push the trucks around. More able children confidently pedal the bicycles up and down the slope. Children get very excited as they show off all of the vegetables and fruit that they are growing and explain that 'we are going to eat them'. Children fill the bowl with lots of mud and along with staff, look and confidently count how many worms they have found. With their friends, they decide which is the longest worm, showing excellent early mathematical skills. Staff have excellent interaction with the children ensuring that they have fun and an exciting time with the superb selection of toys to hand, both indoors and outdoors.

Children enjoy a wide range of healthy and nutritious snacks that are prepared on the premises. They have free access to drinks, which are available throughout the

day. At meal times, children are given lots of opportunities to develop their independence. They give their friends place mats and some children serve themselves. They also help their friends, showing excellent cooperation and consideration. Meal and snack times are a very sociable time as they talk about their home life and nursery with their friends and staff. Excellent health and hygiene practices protect children very well. For example, the entire nursery is very clean and hygienic. There are very clear procedures to prevent cross-infection that staff follow rigorously and children are encouraged to brush their teeth after meals. Children's independence and self-help skills are actively encouraged as they wash their hands competently after toileting and before meal times. They use disposable towels and posters are displayed to remind children of why they wash their hands and flush the toilet. Children gain an extremely secure understanding of safe practices as they move around the setting safely, both indoors and outdoors. The nursery encourages outside agencies to come into the provision to teach children about safety. For example, police services visit children and their understanding is also enhanced through an extensive range of resources available, such as role play and dressing-up. This, along with themed activities about safety, ensures that children develop an excellent awareness of staying safe. Children behave extremely well and staff actively support them in their learning to share, take turns and show consideration for each other. Staff are very good role models and encourage children to be polite and sociable to their friends, staff and visitors. They respond well to praise and encouragement, which helps develop their confidence and self-esteem in a very warm, sociable and extremely welcoming environment.

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