

Hollingarth Day Nursery

1 Prospect Road, Barrow-in-Furness, Cumbria, LA13 9AA

Inspection date

08/10/2012

Previous inspection date

21/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in the nursery due to the high quality care received from the welcoming and friendly staff with whom they form very secure attachments.
- Children enjoy a wide range of interesting and challenging activities and experiences that are carefully planned to help them develop skills in all areas of their learning and development, which builds on their growing confidence and independence.
- Partnerships with parents, external agencies and other providers are very well established and effective. This ensures that all children, including those with additional needs, receive a good level of support and consistency in their care and learning.

It is not yet outstanding because

- The self-evaluation process has not recently been updated to incorporate the contributions from parents and children.
- The newly developed process for systematically supervising practitioner's practice is in its early stages and not yet fully embedded in order to ensure sustained and ongoing professional development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all of the class rooms and the outdoor play area.
The inspector held meetings with the manager and the registered provider. The
- inspector also undertook a joint observation of an activity in the pre-school room with the manager.
The inspector looked at a sample of children's learning journals, planning
- documentation and operational files consisting of policies, risk assessments and staff qualifications and suitability documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Sandra Williams

Full Report

Information about the setting

Hollingarth Day Nursery is one of two privately owned nurseries situated in Barrow-in-Furness and has been registered since 1991. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates

from seven class rooms and associated facilities. The children have access to an enclosed outdoor play area. The nursery is open from Mondays to Fridays from 7.30am until 6pm, for 51 weeks of the year.

There are currently 135 children in the early years age range on roll. The nursery is in receipt of funding to provide free early years education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and offers support to children who speak English as an additional language.

There are 22 members of staff who work with the children. The manager is qualified to degree level and holds the Early Years Professional Status. All of the staff, apart from two, hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 or 3. The two unqualified staff members are working towards an appropriate qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the current monitoring and evaluation of the setting to ensure sustained improvements by implementing the newly established procedure for systematically supervising practitioners' practice and by updating the self-evaluation process to include the contributions from parents and children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good working knowledge of the seven areas of learning and provide a wide range of stimulating activities to help children develop skills in all areas of their development. Systems to assess children's starting points on entry are effective due to the good two-way flow of information between parents and their child's key person. Children's interests and learning styles are well known to the staff and are skilfully used to inform the individual planning for each child. Staff use the guidance 'Development Matters in the Early Years Foundation Stage' to accurately assess children's progress and plan for the next steps in their learning. Staff confirm that all children, including those with special educational needs/disabilities, are progressing well towards the early learning goals, given their starting points. All children receive individual attention from the skilled and experienced staff group. They enjoy a good balance of adult-led and child-initiated activities based upon their individual interests.

Children are developing good skills in their communication and language. They are learning the sounds of letters and are able to identify and write the first letters of their

names. Some children confidently have a go at writing their whole name on their art work. The children are also able to recognise their names as they self-register on arrival. Parents are actively encouraged to support their children's learning and are provided with information about letters and sounds to use with the children at home to extend their learning. Children develop their vocabulary using words, such as 'smooth' and 'bumpy' to describe the texture of leaves they have collected to undertake a leaf rubbing activity. The children use their physical skills to hold the leaves and paper in place whilst using crayons to trace the shape of the leaves. The staff skilfully ask the children questions about the colours and shapes of the leaves and children are able to explain that the leaves have fallen out of the trees because it is autumn. Children are also able to identify shapes, such as 'spirals'.

Children enjoy counting in every day situations. For example, as the children line up to go outside they count up to 20 children in the line. They also count up to 20 wooden blocks as they build a tower and comment on how high it is. The children are developing good skills in using a wide range of information and technology equipment. For example, they confidently use the computer and play with toy phones as they pretend to phone their parents for a chat. Children have wonderful opportunities to learn about and meet people in their local community. For example, they visit the elderly people in the nearby care home to take them gifts at harvest time. They also sing songs to them and enjoy talking about the past and present. They also compare their ages with them. The children also learn about different cultures through celebrating festivals and playing with resources that promote positive images of diversity.

The contribution of the early years provision to the well-being of children

Children and babies settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired. This provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. For example, children are encouraged to share and take turns in their play and to be kind to each other. Children relish opportunities to be helpful and take on responsibilities. For example, they enjoy taking turns to help hand out the cups and pour the drinks at meal times. Children's understanding of safety is developing, for example, when on outings they learn about road safety and they enjoy visits from police officers who talk to them about staying safe.

The staff follow very good care practices, for example, when changing children's nappies, they wear disposable gloves and use antibacterial cleaners. The children develop good self-care skills as they wash their hands before eating their meals and wipe their faces with individual flannels after their meals. They pour their own drinks and learn about the importance of a healthy diet as they choose from a selection of healthy food. They learn about where food comes from as they grow their own vegetables and give them to the cook to include in their meals. Children have frequent opportunities to enjoy fresh air and exercise in the well-equipped outdoor play area. They develop good physical skills, such as

balancing and climbing, as well as pedalling and negotiating space as they push each other around in wheeled trolleys.

The colourful and welcoming environment is attractively decorated with children's art work and a variety of interesting wall displays and photographs. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. The learning environment enables children to independently choose from a wide selection of resources that are clearly labelled and are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions within the nursery and are well prepared for when it is time for them to move on to school.

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

Leadership and management of the setting is very strong and great emphasis is placed upon keeping children safe. The manager has a very good understanding of the safeguarding and welfare requirements and she ensures that these are met in an extremely professional and efficient manner. Staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. The thorough procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. The excellent staff retention rate provides continuity and stability for the children and their families. Effective risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. Staff are trained in paediatric first aid and are therefore prepared to deal with any injury or accident should this occur. The security of the nursery is good and the staff are vigilant at all times, which minimises the risk of intruders entering the premises.

Effective induction systems ensure that staff are clear about their roles and responsibilities. Their professional development is encouraged through annual appraisals and regular training. While systems to monitor and supervise staff practice are in place, the process has recently been reviewed with the support of the local authority advisors. This means that the new process for systematically supervising and monitoring the quality of the staff performance is in its early stages and not yet fully embedded, although no specific weaknesses in practice have been identified to date. The manager and staff have a good understanding of the learning and development requirements and provide a wide range of activities to help children progress to the early learning goals. There are effective systems to observe, assess and monitor each child's progress and ensure that they are appropriately encouraged and challenged in their learning.

Positive partnerships between staff and parents ensure that children's needs are very well met. Parents spoken to express their satisfaction with the service provided, stating that the staff are friendly, approachable and professional. Parents are kept well informed about their children's progress through daily discussions with their child's key person, written information and children's learning journals. Newsletters and information displayed on parents' noticeboards also help to keep parents informed about forthcoming events and

activities they are invited to participate in and contribute to. Partnership working with external agencies and professionals, such as speech and language therapists and health visitors is very effective in ensuring that children receive a high level of support to help them make good progress. The manager undertakes a reflective and evaluative approach to the service provided and is committed to developing practice and ensuring continuous improvement. She evaluates activities provided and ensures children remain interested and motivated in their learning. She seeks the views of parents through discussions and questionnaires, although these are not fully linked to the self-evaluation process to inform future developments.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	317378
Local authority	Cumbria
Inspection number	882807
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	135
Name of provider	Hollingarh Limited
Date of previous inspection	21/11/2011
Telephone number	01229 836269

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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