

# Holly Lane Day Nursery

Scout Association, Scout & Guide Headquarters, Holly Lane, Balsall Common, COVENTRY, CV7 7EA

## Inspection date

Previous inspection date

19/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides a wealth of exciting and challenging experiences for children through their play. Staff have an excellent understanding of the Early Years Foundation Stage, which means that children are making exceptionally good progress in their learning.
- Children are extremely safe at the nursery and on outings as the implementation of robust policies and procedures is excellent. Staff have a highly comprehensive understanding of child protection and carry out extremely effective daily risk assessments.
- The nursery staff are very kind and caring, and children learn to be independent in their daily routines and in their choice of activities. They are provided with healthy meals and snacks and are active in their play. This means that children's well-being is extremely well catered for.
- The nursery management team provides excellent support and professional development for all staff. They evaluate all aspects of provision highly effectively, which means that they continue to provide high quality learning experiences which fully meet the needs of all children.

## 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 the main playroom and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the quality and support manager for the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Holly Lane Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of Pathways Nurseries and Childcare Centres Ltd which has four other nurseries within Warwickshire and Solihull.

It operates from a self-contained building located in the Balsall Common Scout and Guide Headquarters and is managed by the company. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday from 7.30am to 6pm for 50 weeks a year, with the exception of Bank Holidays. There is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The manager also has a foundation degree. Children attend for a variety of sessions. There are currently 11 children on roll who are within the early years age group. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- enhance the already good use of the outdoor area so that children can further investigate features of the natural world.

### **Inspection judgements**

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

The nursery provides a wealth of exciting and stimulating activities for all children, which are planned according to their interests and stages of development. Staff have an excellent understanding of how children learn through play. They allow children to lead their activities and develop them in their own way so that they enjoy exploring the world around them. All staff work extremely well together as a team to reflect on each week's activities. They use this information and their detailed observations on children to plan for the following week. This means that the individual needs of each child are fully met. Each child's achievements and their next steps in learning are shown clearly in their 'learning journals' so that staff and parents have an overview of each child's progress across the seven areas of learning.

The organisation of the nursery rooms is extremely well thought out. There are cosy, inviting areas in which children look at books or explore exciting objects in treasure baskets, which stimulates their curiosity. Some activities are chosen by staff according to children's particular interests the previous week, so that they are able to continue to develop their learning with encouragement from staff. This means that children receive the maximum learning experiences and enjoyment from their activities. Children's vocabulary and communication skills are developing extremely well. Staff say the names of

things they point to and encourage children to repeat sounds and words so that they extend their sentences very effectively. Children communicate very well with staff and are able to indicate or ask for things they need. As a result, all children have excellent opportunities to use their growing skills and become confident communicators.

Highly successful partnerships with parents and carers foster a joint approach to children's learning. Parents contribute to the starting points in their child's learning and development for staff to build on when their child starts at the nursery. Parents share information with staff on a daily basis about children's routines and progress, and they receive a written information sheet with these details. They write down comments on children's 'wow moments' to add to their 'learning journals' and take these home each term to add comments on their progress. Parents are extremely well informed about the activities children take part in and their purpose. They work with children at home to enhance their learning and development, and take part in nursery events regularly, such as a teddy bears' picnic in the summer. As a result, parents are fully involved in their child's learning. Staff know all the families well and offer support and advice, which means that the individual needs of all children and their families are met very effectively.

Children enjoy playing with a superb range of exciting toys to enhance their experiences across all areas of learning. All the children currently attending are under two years old, so the rooms are set up with activities suitable for younger children. Toddlers play in a large tray full of wooden bricks. Staff show them how to build towers, and then challenge children to find ways to build them so that they don't fall over. They help children to count the bricks so that they begin to learn simple mathematical skills. A baby joins in and tries to build a tower. The children benefit from being in the same room together as younger ones copy and learn from the older children. Staff support children exceptionally well in their play and guide them as they discover how things work and explore the textures of materials. Children enjoy looking at and feeling shiny material and paper as they find out how they can fit the pieces into small plastic pots. This helps them to make sense of their world and is an activity initiated by the children, so staff set out toys and resources to extend children's own investigations. There are a wealth of exciting and colourful push-button toys, which children explore and they enjoy finding out how to produce sounds, music and lights. This develops their technological skills very well and stimulates their curiosity. A baby is shown how to use the wheel and button on a play camera, which encourages a full exploration of the toy and the motivation to explore the other similar toys.

All children are engaged extremely well in their activities and they concentrate for some time on sharing books with a member of staff or looking at them on their own in the cosy areas. Children explore many different textures through their play with shaving foam, cornflour and water, jelly or spaghetti. They express themselves creatively with paint and many other materials, such as play dough. Children develop their physical skills very well through their use of the soft play equipment, wheeled toys and balls at nursery. This is extended at the playgroups they attend with staff, which also develops their social skills further as they mix with other children. Although staff support children's learning very well in the small outdoor area, they have identified this as an area to enrich and extend so that children have further opportunities to investigate features of the natural world. The nursery provides high quality learning experiences for children and develops their social

skills extremely well so that they are making outstanding progress and are ready for the next stage in their learning.

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

Children feel extremely secure in the welcoming family atmosphere of the nursery. Staff are exceptionally kind and caring and comfort children if they are hurt, which helps children to form close emotional attachments with their key person. Staff work very closely with parents and share detailed information about each child's routines, likes and dislikes. This ensures children are happy and are able to continue their home routines as much as possible. Children have excellent levels of self-esteem and confidence because staff encourage them to try new things and praise their achievements. Children's behaviour is exemplary. They are happy and calm and enjoy sharing books or toys with each other. Under staff's careful guidance, older children are very gentle with the babies and enjoy playing with them. Consequently, children form very caring relationships with one another. Children are highly independent as they access their own water cups at any time, initiate activities and choose toys and resources, which are easily accessible. Children are developing a very good understanding of how to keep themselves safe. For example, staff closely supervise children and offer effective support so that they have the confidence to try things for themselves.

Children are exceptionally well nourished because they are provided with a superb range of nutritious foods and a choice of fruits and vegetables. They relish their food and staff encourage babies and children to feed themselves with some help. There are excellent food safety standards in the nursery and staff explain to children that they need to wash their hands so that they get rid of the germs to make them clean. Children have plenty of fresh air and exercise each day in the small outdoor area or on their walks around the local environment. In addition, they use a nearby field to run around freely and play games. This contributes significantly to helping children develop good muscle control, feel relaxed and foster a sense of overall well-being. Children are effectively prepared for transition within the nursery and into other early years settings, because staff have developed close partnerships with local schools and nurseries.

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

The management team organises highly effective supervision and monitoring of the educational provision in the nursery. Regular staff appraisals involve two-way discussions in order to identify strengths and weaknesses and to set targets for professional development. This means that the knowledge and skills of staff continually improve so that children always receive extremely high quality learning experiences. The manager observes staff practice regularly and staff observe each other, which helps them to focus on specific areas for improvement in teaching and planning. Highly focused and skilful questioning enables staff to think about aspects of their teaching and planning and how they can improve on this. Staff work exceptionally well together to reflect on and evaluate the provision in order to target specific areas for improvement. New staff are supported extremely well in their introduction to nursery policies and procedures and in their ongoing

training. There is excellent teamwork between the nursery staff and staff at the other four linked settings in the area. Together they are highly motivated, sharing training courses, and work together in monitoring their provision and in sharing ideas.

The provider has an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust policies and procedures for safeguarding children are firmly in place. Staff have an excellent understanding of the safeguarding procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children. Thorough induction procedures ensure that new staff have a secure knowledge of their roles and responsibilities. Staff carry out daily risk assessments for all parts of the premises and for outings. The premises are very secure, and rigorous policies for the collection of children are in place. Regular fire drills are practised with the children so that they understand what to do in an emergency. As a result, children are kept absolutely safe.

Parents' and children's views on all aspects of the provision are sought and acted upon in order to continually improve learning opportunities for children. There are very close links with other early years providers in the area, such as childminders and local schools and playgroups. This means the nursery staff are able to share ideas and best practice with other settings and to keep up to date with current developments in childcare. The exceptionally strong leadership and management is highly effective. The nursery provides outstanding care and support for children and their families and gives children an extremely firm foundation on which to build their future successful learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY431865
<b>Local authority</b>	Solihull
<b>Inspection number</b>	802116
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Pathways Nurseries and Childcare Centres Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01676533684

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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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Piccadilly Gate  
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