

Hollies Country Park Day Nursery

11 Woodchurch Road, Arnold, NOTTINGHAM, NG5 8NJ

Inspection date

Previous inspection date

03/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Key person relationships have developed well with children and their families. Children feel secure in the setting and parents are encouraged to contribute to their learning. Children's progress is shared with parents on a regular basis.
- The management team are committed to the continuous development of the provision, using a robust system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated practitioner team, where everyone works together to ensure children benefit from a continually improving provision.
- There is a strong emphasis on partnership working with parents and others and highly successful initiatives ensure that everyone who works with the child plays an important role in ensuring that children make the best progress possible.
- Healthy living is given high priority within the nursery and children take part in forest school activities.
- Practitioners prepare children well for change. As younger children move between rooms within the nursery, they are well supported in joining a new age group of children.

It is not yet outstanding because

- Resources in the role play areas in the toddler and pre-school rooms are not always sorted appropriately and readily available to the children, therefore, they do not create a rich, stimulating environment.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 three play areas and the outside play areas.
- The inspector undertook a joint observation with the company manager.
- The inspector spoke with the providers, company manager, deputy manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, planning documentation, a selection of policies and practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Sue Riley

Full Report

Information about the setting

Hollies Country Park Day Nursery was registered in 1998 and re-opened as a Limited Liability Partnership in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is one of two nurseries run by the same partnership. The nursery is situated in a single storey premises in a residential area on the outskirts of Nottingham facing a country park and is managed by Hollies Day Nurseries LLP. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is three fully enclosed areas available for outdoor play.

The nursery employs 11 childcare practitioners. Of these, 10 hold appropriate early years qualifications at level 2 and 3. There are currently 54 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery opens Monday to Friday all year round, apart from bank holidays and one week at Christmas. Hours of opening are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure children can represent their own ideas, thoughts and feelings through role play by providing a rich, stimulating environment for children's imaginative play.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage learning and development requirements and know that children learn best through play and first-hand experiences. Therefore, they are able to plan stimulating activities that support children's development in all areas of learning. Practitioners are particularly good at observing and recording the children's starting points, which means they are able to plan challenging experiences for them from the onset. They complete regular reviews on all children and share these with parents. They agree next steps in learning together. Children throughout the nursery are making good progress in all areas of learning. All children have a learning journal record, which contains a variety of observations and photographs to show children's learning over time. Practitioners also share this with parents. Children make decisions for themselves and are becoming independent because they can self-select from a range of easily accessible toys and resources. This also means that children have time to become deeply involved in activities, which encourages them to persist at their learning. However, in the role-play areas in the toddler and pre-school rooms the resources are just

placed in boxes and these are just mixed up so the children cannot clearly identify what they contain. This does not make a stimulating self-learning environment for children to develop their own imagination.

Children develop good communication skills and chat happily both to one another and to adults. Practitioners support children well, by offering praise and encouragement and they demonstrate a good understanding of children's individual learning needs. Babies are actively involved in their play, confidently selecting and exploring resources. They are supported by practitioners and become confident in their daily routines. For example, the practitioners encourage the younger children at every opportunity when they are ready to learn to walk. They are quick to praise the children when they attempt to pull themselves up, giving the younger children a sense of achievement. The babies eagerly join in with the 'Tiny Talk' session and follow the signing and actions of the songs. Babies bring their own comforters from home so they quickly settle down to sleep when tired. Children are learning about diverse cultures because they celebrate a variety of different festivals and children have access to a range of resources that help them learn about today's wider society.

Fun and laughter is an integral part of the day and sounds of happy and contented children fill the building. Practitioners in the baby room are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. For example, when the younger children are playing in the water tray outside they begin watering their growing plants with the water. This demonstrates that they are caring and learning how to tend their plants. The nursery has implemented the 'progress check at age two' successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress, parents receive a clear picture of where their children are in their learning and are actively encouraged to be involved in their children's learning and development within the nursery. Parents are kept very well informed about the life of the nursery via the noticeboards, parent meetings, internet and through daily chats to practitioners.

Older children demonstrate good levels of concentration as they play and gain a strong sense of achievement as they set their own goals. Children are allowed to take supervised safe risks in order to learn for themselves and begin to recognise their own capabilities. The toddler children eagerly join in the singing of songs and rhymes and follow the actions required. They cuddle up to the practitioners as they listen to stories on an individual basis, demonstrating that they feel safe and secure. The younger children have a lovely opportunity to paint as they have a very large area in which they can learn to control their larger muscles and explore the different colours. Older children confidently count to 10 as they place the large building bricks about the floor and then are encouraged to count them.

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

The premises are well maintained and well resourced to provide children with a stimulating environment in which they learn and develop. A well-established and effective

key person system operates throughout the nursery. Young children who are a little anxious about separating from their parents are supported well by practitioners who acknowledge their feelings and reassure them. This means they are soon happy to go off and explore the activities and their learning is uninterrupted. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting. Every key person knows their children well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle as they enter their playrooms. Children are supported very well in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits, they share progress reports, and any individual information needed to help children to settle.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. They play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. For example, they read stories about what teeth are for to help children understand about biting. Children form very positive relationships with both adults and their peers, work happily alongside each other as they learn to share. They are polite and use their manners as part of the daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated.

Children thoroughly enjoy spending time outdoors and the resources and activities provided to enhance their physical development and well-being are good. The nursery provides forest school sessions and children benefit from these by learning about the natural world and how to take safe risks. Healthy living is promoted very well throughout the whole nursery. Children's health is promoted very well and there are clear and consistently applied systems in place to protect them from infection. Good systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. They know the rules for play particularly outdoors and when involved in the forest school sessions.

Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Meal times for children are sociable occasions as they sit together in small social groups. They learn how to use utensils correctly and wait until everyone has finished before leaving the table. This

helps to prepare them for school and promotes independence. Children are well-prepared for transitions to the local school, because practitioners visit the schools to talk to the teachers and invite them to the nursery. This helps reassure the children about the next stage in their learning journey.

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

The senior leadership team are extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Very effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. All practitioners are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from whom to seek advice. The nursery is safe and secure due to effective risk assessments in place. Accidents are managed well in the nursery because practitioners have carried out first aid training, they record all accidents and give parents a detailed description of what happened, and any treatment administered. The senior management team ensure there are no trends or areas of concern through monitoring all accidents. Children are supervised well because the manager carefully plans staffing requirements to ensure the correct ratios are maintained at all times. Sound recruitment and vetting procedures ensure that those working with children are suitable to do so. In addition, new practitioners are given a thorough induction before they begin working with the children. The nursery also uses CCTV to ensure the safety of children.

The manager keeps well-organised records, policies, and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice and observe them to identify any areas of their practice, which require improvement. There are good processes for supervision as the senior management team have regular appraisals with all practitioners. They agree together what training they would like to access so there is a clear culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

In order to identify any gaps in children's learning the senior management team regularly checks all children's learning journal records. This means they ensure that all are showing an accurate assessment of children's skills, abilities, and progress and can support practitioners to target specific areas of learning if necessary. Practitioners know what to do if they think a child requires extra support with their learning. All children are included and supported well and the nursery promotes equality and diversity highly successfully. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school and lay firm foundations for the future.

The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well-timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that the practitioners take time to get to know and learn about the child and they do home visits when children first start the nursery. Parents are very happy with the care of their children, they feel they have a voice and have a say in the running of the nursery. They are very happy with the activities that the nursery provides that involve them and extended family members, for example, 'Tiny Talk', grandparents and messy play sessions. Parents state that the communication between them and the nursery is brilliant. They feel that behaviour is always handled very well and children learn right from wrong. Parents state that there is good home learning as the practitioners involve them all the time and they have many workshops to help them understand children's learning and how they can support this at home. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery is very proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. Currently, they are renovating the toddler room garden area.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY459151
Local authority	Nottinghamshire
Inspection number	929023
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	54
Name of provider	Hollies Day Nurseries LLP
Date of previous inspection	not applicable
Telephone number	01159201826

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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, which are usually the childminder's 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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