

Holmsdale Manor Nursery School

150 High Street, IBSTOCK, Leicestershire, LE67 6JP

Inspection date	03/09/2013
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- Children make exceptional progress in all areas of their learning because of the extremely high quality of teaching that is delivered through a vast range of experiences that excite and enthrall them.
- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn; this is supported through the precise and highly accurate assessment and planning that is in place for individual children.
- Day-to-day management and professional supervision are of an exceptionally high quality and support constant improvement. Roles are clearly defined and there is an excellent sense of teamwork.
- Excellent use is made of the vast outdoor environment as children participate in activities that promote all areas of their learning and development as effectively as they do indoors. This broadens children's experiences and encourages exploration, imaginative activity and autonomous play in an exciting environment.
- Children's enjoyment and safety in their environment is fostered through the great trust placed in their ability to assess and manage risk; this is supported by staff who adopt a sound, balanced and proportionate approach to risk assessment, keeping children safe without thwarting the intrepid explorers within.
- Children are highly confident, demonstrating an excellent level of independence and motivation, as a result of the extremely well-organised learning environment and staff's constant evaluation of the practice.

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 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 practice in all areas of the nursery, indoors and outdoors, conducting a full safety check.
- The inspector spoke with the owner, manager and Early Years Professionals during the course of the inspection.
- The inspector spoke with staff and children throughout the inspection.
- The inspector conducted joint observations with the Early Years Professional throughout the inspection.
- The inspector took account of comments and views from parents and carers spoken to during the inspection and from written documentation obtained by the nursery.
- The inspector examined a range of documentation including policies and procedures, risk assessments, accident records and children's developmental records.

Inspector

Patricia Webb

Full Report

Information about the setting

Holmsdale Manor Nursery School was registered in 1986 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the village of Ibstock, in Leicestershire and is privately owned and managed by the Ward Partnership. The nursery serves the local area and is accessible to all children. It operates from a number of buildings and rooms on a site covering two acres. Outdoor spaces are enclosed and numerous, offering a wide range of outdoor play opportunities. This includes forest school provision both on and off the premises.

The nursery employs 34 members of childcare staff, all of whom hold appropriate early years qualifications at a minimum of level 3. Four members of staff hold Early Years Professional Status with two other staff working towards this qualification. There are two staff with Qualified Teacher Status and 10 staff hold level 6 qualifications. A number of staff are also working towards foundation and Honours degrees. A qualified cook is employed in addition to housekeeping, administration and maintenance staff.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 181 children attending, of whom 140 are in the early years age group. Older children attend the out of school provision. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's excellent communication skills further by extending the use of non-verbal systems, such as sign language, more generally in everyday activity, encouraging children's use of such strategies between each other as well as with adults.

Inspection judgements

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

'The dedication, experience and kindness of the staff and such fantastic facilities make Holmsdale a delightful environment in which to care for young children'. This comment from a parent encapsulates the ethos and quality of this vibrant and extremely inspiring nursery. Every child attending this superb provision has an incredible introduction to early

years care and education. Practice is exceptional and teaching is of the highest quality, nurturing and supporting every child in reaching their full potential in every area of their learning and development. Staff observe and assess each child extremely accurately, having identified children's unique characters and learning styles, and use this information to plan very effectively. Hence, every child is motivated, excited and eager to participate in every experience, encouraged by staff to develop a very strong 'I can do this' approach as nothing stands in their way. No experience, incident, activity or resource goes to waste as children test out their confidence, experiment with their environment and thoroughly enjoy their time in the nursery.

Babies and young toddlers revel in the homely environment where they test out their confidence and build very strong relationships with the adults. Giggles and chuckles emanate from the depths of a cardboard box and suddenly, a baby crawls out, having explored the 'den' for themselves. They crawl and toddle through the room to the wonderful outdoor decking area to explore the outside environment, discover the wind blowing through their hair and notice the way the wind chimes and ribbons move. They delight in the songs and rhymes sung by the staff, often spontaneously, as they join in with the gestures and movements. Staff ensure that parents are fully informed of the benefits of such activity in supporting young children's dexterity and co-ordination, particularly in preparation for their future literacy and mark-making skills.

Young pirates discover the desert island and work out how they have become 'stranded' and how the 'danger' of the crocodile, circling the island, can be overcome. Staff act as support in such complex and involved play, using exceptional vocabulary and questioning skills to extend and develop children's thinking, reasoning and imagination. Steps become a mountain to be climbed and cardboard boxes are dens and treasure chests where exciting discoveries can be made. In the forest school activities, children experiment with connections as they use a range of materials, such as, cord, string and ribbon, to tie the trees together. In the music garden they listen carefully to the differing sounds made using a variety of resources. They notice that the rubber flip flop banged against the pottery plant pot makes a very different noise compared to the wooden spoon. Such inspired teaching and learning helps children to develop their listening skills, try new ideas and experiment as they compare outcomes.

Construction activities are utilised to great effect as children use mathematical concepts and thinking to create their structures. They work out for themselves how to move a large wooden box down the steps using a plank and negotiate the hierarchy in the group to achieve the task. Children refer to technical drawings and plans available and use various items to measure their structures. A child uses a rubber snake to 'measure' a member of staff and is invited to consider and record who is the tallest, the member of staff or the snake. Staff are extremely intuitive in their practice, knowing exactly when to stand back and allow this level of autonomous activity to continue uninterrupted. They also extend and support such skills, where necessary, to ensure all children achieve a sense of success and enjoyment in the activity. Children pay staff the greatest accolade as they invite the adults to 'join them' in their play.

Children's communication and language skills are exceptional as many engage in complex and mature conversations with their peers and with adults. The nursery serves a diverse

community and children have opportunities to hear and see other languages on a regular basis. Non-verbal communication is also promoted very well with staff using baby signing and pictorial systems to ensure every child is able to express their needs and wishes. There is scope to extend this further, particularly encouraging children to use some signing between themselves as well as with the adults. Such strategies support children in gaining skills for life. Children discover and appreciate different cultures and communities, such as the different ways in which people live. They discover and examine a range of genuine artefacts from around the world, supported by staff in learning to handle such items with care. Staff use excellent vocabulary with the children, reminding them that some items are 'fragile' and 'delicate'.

The highly accurate assessments of each child are instrumental in identifying any areas where a child may require additional support or benefit from greater challenge and extension to ensure they continue to achieve. Leaders and staff work exceptionally well with parents, carers and other professionals where necessary to ensure that this support is highly personalised, targeted and focused. This means that every child in this nursery attains exceptionally high levels of achievement, given their varying starting points. This ensures that every child is supported in gaining the necessary skills and attributes as they prepare for the next big steps in their education, including the move to full-time school. Staff liaise most professionally with a range of schools and settings, sharing reciprocal visits to observe children in the nursery and give children the opportunities to meet their new teachers. Staff also take time to visits some of the schools once children have moved, to share their experience and see how well each child has settled in their new environment. It also gives nursery leaders and managers the opportunity to review how accurate assessment is and how well prepared children are for these big steps.

Children engage in a vast range of activities that promote their awareness of sustainability and caring for their environment. They engage in recycling on a grand scale and use many found and natural resources in their wonderful art and imaginative craft activities. Discarded detergent capsules become the protruding eyes of the huge dinosaur and his body is created using discarded supermarket till rolls and plaster. They experiment with the properties of water, using the various water walls, to test out gravity. Wellington boots are used as receptacles to pour water down the various pipes and chutes as children watch intently to discover where the water emerges. Such incredible learning opportunities are day-to-day practice in the nursery. Parents are fully involved in their children's learning and development. They visit and participate in singing sessions as part of an opportunity for settling children in. Parents attend some forest school activities, gaining a keen understanding of the benefits to their children of such exciting and natural activities. They take home their children's wonderful developmental records to share with other family members. Parents explain how their children love to show 'grandma and granddad' what they have been doing at nursery. They also share their children's achievements from home, displaying these special moments on the various 'trees' in the setting. Parents recall how a young child counts to 10 on their own when playing at home and a child's success at learning to ride a bicycle is noted and shared with the group. This develops excellent partnerships with parents who fully comprehend the ways in which their children learn and acquire skills, a true partnership between the child, the family and the nursery.

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

Children form extremely close and caring bonds with their key person, contributing to the development of their confidence and emotional security. Staff offer exceptional role models for the children, being acutely aware of their own conduct and the ways in which they respond to children. Behaviour management is extremely consistent between staff in the nursery. They support children in managing strong emotions and feelings, respecting that children can have some difficulty in certain situations. Children manage conflict resolution for themselves, with staff supporting very sensitively. Consequently, children develop skills in building caring relationships and learn to react appropriately to situations that may occur. This supports children extremely well, particularly at times of transition, whether moving through the nursery, or preparing for school.

Children demonstrate excellent manners as, for instance, they thank staff for their meals and ask to leave the table. They are independent, confident and assured children, who manage their own care needs appropriately from a very early age. Children plant, grow and harvest their crops to contribute to the nursery menu and share the glut of produce with parents. The highly experienced cook works very closely with parents and staff to ensure that dietary need and preferences are catered for when planning the menu. Where individual children require specific consideration for their meals, parents express deep appreciation for the way in which these are accommodated so that their children can enjoy similar looking meals to their peers. Children delight in the social experiences of meal times as staff ensure that these are not merely part of the routine, and that time is given to engage in conversation and use good manners as part of the holistic experience. The older children have pottery plates and use real glasses for their drinks, learning to use such items with care as they prepare for the 'real world'. Children's health is further assured through the extremely robust routines for personal hygiene, particularly in relation to the outdoor play and forest school activities. Children learn about keeping healthy and refer to how Henry, the resident donkey, has to have grated apple as he is so old his teeth are not very strong any more. They engage in a raft of activities that develop their awareness of keeping fit and active. Yoga, gym sessions and dancing are activities that children revel in, developing all aspects of their health and well-being. Outdoor learning and activities are available every day regardless of the weather conditions so that children experience play in all its guises.

Leaders and staff in the nursery assess and manage risk responsibly, sensibly and proportionally. Children are supported exceptionally well as they explore and understand their abilities. This helps children to learn and develop, exposing them to the realities of the world in which they live, and so the experiences equip them for a world where risk is ever present. Any hazards are identified and addressed swiftly to ensure children are safe but are still gaining exceptional skills in learning to cope with some dangers they may come up against out in the real world. For example, given that this is a rural setting, some walks are conducted along the lanes, so children understand about walking sensibly and looking out for approaching traffic. Similarly, they are supported in recognising some potential hazards, as they access a small wildlife pond, raising their awareness of water safety. Leaders and staff plan the learning environments with exciting levels of challenge, where children are encouraged to explore, experiment and take appropriate risks in their

learning. Their play activities are also used to great effect for this as the construction area contains the hard hats and children explain the hazard warning tape that is used to corral some of the areas.

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

Inspired leadership and management drives the continuous improvement that takes place. There is a relentless pursuit of excellence that is shared by all involved, including children and their parents. Only the very best of practice is acceptable to the children, the leaders and managers in the nursery. Leaders have exceptionally high expectations of the staff who, in turn, have similar high expectations about what and how children learn and gain skills for the future. The owners place a great emphasis on professional development and invest heavily in training and mentoring for all staff. This is borne out in the incredible practice evident every day in every part of the provision. The systems for evaluating, monitoring and moderating practice are extremely thorough and ensure that teaching is consistently of the highest quality. Assessments are scrutinised regularly to ensure they are accurate for each child. Leaders ask staff to consider the clear identification of children's innate characters when they write their summaries so that if a child's name was removed from the record, other staff would still be able to name the child from the written comments. In this way, staff are highly successful in capturing the unique child in everything they do.

Safeguarding of children is exceptionally secure in the nursery. All staff have an extremely confident level of knowledge and understanding of child protection issues and regular quizzes implemented by the managers confirms this level of skill. This ensures that any concern staff may have about a child in their care would be addressed swiftly and professionally, with the child's best interests at the heart of any action taken. Arrangements for the recruitment and selection of staff are of an exceptional standard. A conscious decision to accept level 3 qualifications as the base for staff has been instrumental in the continued high quality of teaching, care and support that takes place. Staff speak in glowing terms of the support and mentoring they receive in order to hone, extend and build on their skills and knowledge of early years childcare, education and development.

Children's safety is paramount. All of the main doors leading to the front of the nursery are opened by staff manually, which means children cannot leave the premises unsupervised. Children are closely supervised and accompanied if and when they set off for walks in the local area. On arrival on the nursery mini-buses, older children do not exit the buses until the vehicles have reversed and parked up behind a second set of metal gates, off the main car park. This means that children do not have direct access with any of the exit points at the front of the nursery unless they are in the care of their parents at arrival and collection times. Risk assessments are extremely thorough and rigorous, particularly given the vast range of activities offered to extend children's learning, development and engagement with their environment. The inspector spoke with some parents during the inspection and they expressed great confidence in approaching the staff and managers in the event of having any concerns. The managers ensure that any

complaints would be managed extremely swiftly and to the satisfaction of all concerned, particularly regarding the welfare of each child.

There are highly effective partnerships with other agencies. This means that any additional needs are quickly identified and intervention from outside professionals is promptly sought and obtained so that all children make exceptionally progress. Parents are extremely complimentary about the nursery, feeling very much that they are partners with the staff in their children's learning and development. A parent describes the nursery as being 'head and shoulders above the rest' when selecting nursery provision for their child. Some parents, and staff, were past pupils in the nursery and this contributes to the 'extended family' ethos that parents deeply appreciate. A parent's written comment sums up this exceptional provision, describing the nursery as 'an amazing place with amazing people'. Children truly are encouraged to grab all the opportunities life has to offer, in order to develop as confident, articulate and extremely competent members of society, preparing for the next steps in their lives.

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 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	223221
Local authority	Leicestershire
Inspection number	934099
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	181
Name of provider	Mr Andrew Ward & Mrs Hazel Ward Partnership
Date of previous inspection	13/12/2011
Telephone number	01530 262434

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

