

Hollytree Private Day Nursery

49-53 George Street, Ravensthorpe, DEWSBURY, West Yorkshire, WF13 3LL

Inspection date	25/09/2013
Previous inspection date	23/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		1
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

- The planning of the activities is securely based on children's interests and next steps. Therefore, children's attention is captured and they are enthusiastic and positive about their play and learning.
- Staff develop close bonds with the children and their parents. This means that children feel secure and settled because practitioners know them well. It also enables practitioners to offer parents practical support in extending their child's learning at home.
- Staff provide children with excellent experiences and support to promote their emotional well-being to help them to know themselves and their abilities.
- The nursery owners and staff work well together and are committed to further developing the nursery. Their ongoing evaluation ensures that children are cared for in an environment that is flexibly adapted to meet their needs.

It is not yet outstanding because

- There is scope to improve the tracking of children's development across all areas of learning to maximise their learning.
- There is scope to improve the informative initial assessments completed when children first start at the setting to maximise their learning and to involve parents more in contributing to these assessments.

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 children at play in each of the playrooms and outside areas.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.

Inspector

Helene Terry

Full Report

Information about the setting

Hollytree Private Day Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from seven rooms within a converted coach house in Ravensthorpe, Dewsbury, West Yorkshire. The nursery is privately owned and serves the local community and surrounding areas. It is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of staff. Of these, 10 hold appropriate early years qualifications at level 3. The owner holds Qualified Teacher Status, one member of staff holds a foundation degree in Early Years and another has attained Early Years Professional Status. There are four members of the team who are currently studying for foundation degrees. The nursery opens Monday to Friday 7.30am to 6pm all year round except for bank holidays. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The nursery also provides afterschool care for children. The nursery offers funded early education for two-, three- and four-year-old children. It also supports a number of children with special educational needs and/or disabilities and some who speak English as an additional language. The nursery is a member of the National Day Nurseries Association, the Pre-School Learning Alliance, the Kirklees Affiliation Scheme and the Federation for Small Businesses.

What the setting needs to do to improve further

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

- develop further the assessment of children's progress by covering all aspects of children's learning on entry into the setting and include more information from parents as part of that initial assessment

- enhance the tracking of children's development to show more clearly the progress that children are making over a period of time.

Inspection judgements

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

Children are eager to explore and investigate because staff provide a stimulating environment and have a good understanding of how children learn through play. As a result, children have plenty of good opportunities to enhance their development across the seven areas of learning. The observation, assessment and planning processes are effective

and children's progress check at age two is effectively completed. However, children's starting points are not always clearly identified across all areas of learning. In addition, the information gathered from parents about what children know and can do on entry is mainly focused around personal, social and emotional development. This, occasionally, impacts on the ability of staff to immediately plan activities to maximise progress from the beginning. Staff plan challenging and interesting experiences for children that helps them make positive progress towards the learning goals. Staff ensure parents are kept well-informed about their children's progress as there is ongoing dialogue, and information is displayed about how parents can extend their children's learning at home. This positively enhances the continuity of children's care and learning.

Staff encourage children to play with a variety of sensory and creative resources to help them investigate the world around them. Babies delight in the feel of the texture of the paint on their hands and observe the marks that car wheels make when rolled in the paint. They explore the treasure baskets and natural materials using their senses. Staff promote children's communication and language skills very well. Babies follow simple commands, such as 'Can you bring me the book?' This shows children's developing understanding of language. Staff talk with the children to help them link actions to words and encourage repetition through songs and rhymes, which children enthusiastically take part in. They show children how to pronounce words by responding and repeating what children say correctly. Also, in the preschool room staff help children use more complex sentences during conversations by reinforcing and expanding what children say.

Children with special educational needs and/or disabilities and those learning English as an additional language are supported well to develop good communication skills. Staff use sign language and pictures to supplement their spoken word, and learn key words in children's home language to enhance children's understanding. There are also bilingual staff employed who support children in their home language to help children feel secure. Consequently, this enhances children's speaking skills very well.

Children's literacy skills are promoted during storytimes. Staff are skilled at reading stories and bring characters alive by using different voices and singing to enhance children's experiences. Meaningful text in the environment and the availability of plenty of opportunities to make marks and practise early writing further promotes children's understanding of the written word. Children enjoy having opportunities to make marks outdoors. For example, during role play, children use clipboards, paper and pencils to pretend to write accident forms when the 'dolly' has been injured outside.

Children's understanding of numbers is developing very well because staff bring this aspect of their learning into everyday activities. For example, at lunchtime children count how many children are present and therefore how many bowls they need for their dessert. They also count and calculate how many pieces they need to cut so that they have one piece each. This means they are gaining the skills needed for the next stage in their learning, including school.

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

Children are happy and very settled in this extremely inclusive nursery because they form strong positive relationships with their key person, staff and other children. Children flourish because the effective key person system supports children to feel valued and promotes a sense of belonging. There is lots of information displayed for parents about the key person system to help promote continuity of care. Caring staff warmly welcome the children and their families. Staff provide support to new children and parents to ensure a successful settling-in period that is tailored to the needs of each child and family. This continues throughout the nursery as children move on to different rooms and eventually onto their new school. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed.

To ensure that children feel settled and that their families are valued there are photographs displayed in the toddler room of important people in children's lives. To help children understand people's differences and similarities there are positive images of diversity in our society displayed around the nursery and amongst the resources. In addition, children say a Christian and Islamic prayer before lunch. This helps children respect and value others' beliefs. Children are helped to think about and express their emotions throughout the day, which supports their emotional well-being extremely well.

Children have a positive approach to new experiences, as well as the organised routines that help them to feel secure and confident. Children's care routines are carefully monitored and information, such as sleeping patterns, eating and nappy changing routines are shared with parents through discussions and daily diaries. Children behave extremely well as they are secure and happy in the nursery. Children respond well to the clear boundaries set for them. For example, as the preschool children enter the nursery after playing outdoors they are asked 'Who is sleeping inside?' and 'How do we walk up the stairs?' They then quietly walk past the baby room and up the stairs. Older children are particularly well-mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Older children willingly take on responsibility, for example, tidying away toys and wiping down and laying the tables in preparation for lunch or snack. Children show high levels of self-esteem and confidence when they are chosen as monitors to collect the water bottles and placemats after lunch.

Staff help children learn very good skills in how to promote their health and safety. During play outdoors children listen carefully, and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures. They learn about risk-taking in a safe environment when they climb the slide or scamper up the climbing frame. Staff ensure that there are lots of reminders displayed around the bathrooms about the importance of washing their hands. Children are learning the importance of dental hygiene. They confidently get their toothbrush and toothpaste out of their drawer after meals and brush their teeth. As a result, they are learning good self-care skills as part of their physical development. Children are provided with healthy, balanced, nutritious meals prepared on the premises daily by the cook. Each child's dietary needs are fully considered and halal food is served as the norm, other preferences are catered for. The daily menus

are displayed for parents' information and these are also presented in picture form for those parents who do not read or understand English.

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

The management team has a good understanding of the safeguarding and welfare requirements. All staff have undertaken safeguarding training. They demonstrate a good knowledge of safeguarding procedures and understand what to do if they have concerns about a child. The nursery has clear policies and procedures in place that are implemented consistently by staff. Procedures for recruitment are robust and equality of opportunity is fully considered. All new staff go through a comprehensive induction procedure to ensure that they are aware of their roles and responsibilities. Staff benefit from regular staff meetings, supervision and appraisals, consequently they are encouraged to develop their knowledge and skills through training opportunities and gaining further professional qualifications. The manager works with staff in the playrooms, monitoring staff performance and addresses any issues that arise appropriately. Support is provided as necessary through discussions and training. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

There are very strong partnerships in place with parents. Parents speak very highly of the care and learning their children receive. They make comments, such as 'The staff excel in meeting the needs of my child and I couldn't have asked for anything better'. Parents state that they have noticed great improvements in their children's language skills and that their children show lots more confidence. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. Parent consultations also take place during the year, to formally share information about their child's progress in nursery and at home.

Staff forge strong partnerships with other agencies involved with children who have special educational needs and/or disabilities. These help to support the individual needs of children very well and enhance continuity of care and learning. Management have close links with some of the local schools in the area and they work together to promote children's continued learning through sharing information.

The management and staff team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills and abilities. Children requiring targeted support are quickly identified and appropriate developmental strategies are put in place to help children enhance their skills and learning. New systems for tracking and monitoring children's progress are effective, but have not been fully implemented throughout the nursery for the benefit of all children. However, the management team show a strong desire to benefit the children and their families in the area. Some of the children start the nursery below expected development bands for their

age. The nursery welcomes these children and supports them to attend prior to them starting funded education. This has a positive impact on children's learning and helps to rapidly close the gaps in their development.

The management team has effective procedures in place to constantly reflect on their practice and plan for future improvements that will enhance children's experiences over time. They keep rigorous checks on any accidents or illnesses involving the children to minimise risks, and children are regularly consulted about the menus. They successfully identify the nursery's strengths and areas for development. The recommendation raised at the previous inspection has been addressed to enhance the environment for families. The nursery works closely with the local authority's development team and acts on any advice and support given to develop the nursery further. In addition, parents and children are invited to add their views about the nursery to feed into the evaluation process. The management team look at the positive and negative feedback from the surveys and implement changes. For example, comments from parents have led to the menus being displayed in picture form.

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	311248
Local authority	Kirklees
Inspection number	933060
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	54
Name of provider	Donna and John Blakeway Partnership
Date of previous inspection	23/01/2012
Telephone number	01924 493 926

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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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