

# Hollin Nursery

Hollin Children's Centre, Tintern Road, Middleton, Manchester, M24 6JP

<b>Inspection date</b>	25/10/2013
Previous inspection date	07/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff interact well with children, extending their vocabulary and supporting them to think and participate in discussions. Children, therefore, develop good language, social and communication skills, which support their future learning very well.
- Staff deployment is very effective allowing for continuous free-flow between indoors and the interesting well-resourced outdoor environment. Children also have regular forest activities in the adjacent enclosed bike path and wooded area, giving them many opportunities to play and learn in the outdoors.
- Children benefit from strong continuity of care between home and nursery due to the effective partnerships and communications with parents.
- Monitoring and evaluation of the nursery effectively identifies areas for continued development. The whole staff team are committed to updating their professional knowledge to ensure children make the best possible progress.

### It is not yet outstanding because

- The written summary shared with parents of the progress check at age two years is not always clear enough to ensure they have a good understanding of their children's progress.

## 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.

## Inspection activities

- The inspector spent time observing children's play in the two main rooms of the nursery, the outdoor play area and the adjacent public bike path.
- The inspector carried out a joint observation of staff and children with the deputy manager.
- The inspector talked with staff about the nursery's procedures and children's learning and development and sampled supporting documents.
- The inspector held meetings with the deputy manager and team leader of the nursery and with members of the staff team.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Hollin Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built single storey building in the Middleton area of Rochdale and is run by Hollin management committee. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager at level 4 and the deputy at level 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 44 children attending, who are in the early years age group. 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:

- review the written summary of children's progress in the prime areas of learning between the age of two and three, so that parents have a clearer understanding of their child's strengths.

## Inspection judgements

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

Children progress quickly as knowledgeable, motivated staff observe their ongoing interests and use this information to plan the next steps in their learning. Planned activities are closely linked to children's individual needs and interests. Staff know children very well and use this knowledge to complete children's records of achievement. Staff understand the different assessment processes, such as the progress check at age two years. This ensures any need for additional support for children can be identified at this early age and acted upon in a timely way. However, the written summary is not always presented in a way that is clear to parents to help them understand about their child's progress.

Children are happy and busily involved in purposeful activities. They are keen learners, who are actively involved in exploring and investigating through play. Staff provide rich

and varied experiences based on their knowledge of children, sparking their curiosity and extending their learning through quality teaching. Communication skills are developing well due to the very good quality interactions between children and staff. Dedicated group time to support communication development targeted to specific needs increases vocabulary and listening skills to support future learning. Children with English as an additional language are very well supported within the nursery. The exchange of words means that all children are learning about other cultures and languages, for example, when a plane flew overhead, the children shouted out using the Polish word for plane.

Children are developing skills for the future as staff are adept at integrating numbers and colours into play. They show a keen interest in books, which are freely available to them indoors and outdoors. Children enjoy listening to stories in group times and interact with familiar lines, which foster a continued love of reading.

Children learn about the world they live in through first-hand experiences. They collect leaves and explore and investigate outdoors during forest activities. Children develop well physically and display a good sense of spatial awareness as they kick balls, avoiding obstacles and other children. Staff are good teachers, who immerse themselves in children's play and extend their learning and curiosity. While playing outdoors, the bucket went over the fence and staff encouraged children to work together to solve the problem. Staff skilfully questioned children to encourage them to think and answer their own queries.

Parents use their daily discussions with key persons to communicate children's special interests and achievements from home, which key persons incorporate into planning or use the knowledge to stimulate children's communication skills. Parents take home story sacks to share with their children and complete a feedback form about children's involvement. This helps them to better understand and reinforce their own life experiences and benefit from continuity of learning between home and nursery. This all means that children are being well prepared for their next stage of learning within the nursery or at school.

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

Parents have discussions with their child's key person on a daily basis and gain confidence in staffs' knowledge of their individual children. Staff are particularly reassuring as they help new children settle and reassure parents. This helps staff to understand and meet all children's individual needs highly effectively. Staff are very caring and attentive towards children and get to know them very well as individuals. Consequently, children's well-being is enhanced as they form strong, comforting bonds with their key person.

Children clearly feel safe and self-assured with staff, freely and confidently approaching them with their comments and responding to requests to join in and help solve problems or tidy up together. The nursery is well resourced and offers children a good range of play and learning experiences, indoors and outdoors. Resources are readily accessible. This teaches children to be very confident in their ability to make decisions by enabling them to make their own choices and selections, which heightens their sense of belonging and

independence.

Staff are good role models of behaviour and treat children with kindness and respect. They deploy themselves very well and ensure children's needs are always met and they are fully supervised. Staff support children to learn how to manage their own behaviour and emotions. Children are consistently well behaved as staff use positive strategies to help them learn right from wrong and manage minor behavioural issues.

Meals are varied, healthy and nutritious, encouraging children to make positive food choices. Children learn about where foods come from as they grow strawberries and potatoes in the garden in season. They learn good hygiene habits through regular routines and reminders, for example, washing their hands before handling food and after playing outdoors. Children understand how to keep themselves safe as they learn to take risks in a supported environment, for example, they ride bikes and always wear a helmet, knowing it is to protect their head if they fall.

Children have daily opportunities for fresh air, daylight and exercise in the inviting and stimulating outdoor area. Communication skills grow as staff interact very well and follow children's lead, extending vocabulary and introducing words, such as 'up', 'big' and 'spin', to help them describe the things they see and feel. This, combined with children's growing confidence and social skills, actively contributes to them being well prepared socially, emotionally and physically for their future transitions to school. Transitions are well supported as teachers receive records of children's progress, so they can continue their care and learning.

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

Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child or the conduct of a colleague. All staff have received safeguarding training, which is evident in staffs' knowledge and understanding of protecting children. This contributes well to maintaining children's safety and protects their well-being. Staff ratios are met, which further contributes to children's safety.

Required documents are in place for the safe and efficient running of the nursery. These include necessary policies and procedures, accurate registers, risk assessments and complete records of children's details. Personal details are kept confidential at all times. Children's health and safety is prioritised as medical and accident forms are completed, discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses.

Induction and vetting procedures ensure that everyone working with children is suitable to do so. The management team monitor the ongoing suitability of all staff effectively through regular meetings, observations and appraisals. These procedures promote children's safety and the quality of the provision well. Staff work well as a team. They are knowledgeable and enthusiastic, demonstrating a high level of commitment to further

training.

Parents and carers have high levels of regard for the service provided. They are kept well informed of their children's progress through daily handover procedures and daily diary, which focus on children's care routines. Key persons form close relationships with parents and make time to discuss children's progress more fully. Parents are asked to contribute to children's learning by sharing information with their key person. Staff are aware of the importance of working with others, who share care of the children. For example, they have strong bonds with the local school and work closely during transition times. School teachers are invited in and staff pass on tracking information and their knowledge of children to help them settle and move forward quickly with their learning. Staff liaise with other agencies to ensure children with special educational needs and/or disabilities are fully supported to ensure they make good progress.

The staff team are committed to the continuous evaluation and improvement of their practice. All of the staff team actively contribute their views and opinions and they monitor and evaluate the provision well. The management team has a strong understanding of the Statutory framework for the Early Years Foundation Stage and the responsibilities to ensure the learning and welfare requirements are met. This is then implemented in practice by knowledgeable, enthusiastic staff. Information on children's progress is evaluated to ensure that they have a full range of opportunities across all the areas of learning and make very good progress.

## 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

<b>Unique reference number</b>	EY294443
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	915588
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Hollin Nursery Committee
<b>Date of previous inspection</b>	07/02/2011
<b>Telephone number</b>	0161 655 4429

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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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