

Holly Hill Private Daycare Nursery

Holly House, Holly Hill, GATESHEAD, Tyne and Wear, NE10 9NQ

Inspection date	06/09/2013
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff sensitively support children in settling into the group, enabling them to cope with being away from their parents and making friends. Children are confident as a result of staff's clear guidance and the praise given for their achievements.
- Staff provide a satisfactory range of activities and experiences overall, to help children make reasonable progress in their learning and development.
- Partnership with parent, other agencies and providers are good. This ensures that children are given access to appropriate help, and that they are well supported in their moves both within the nursery and on to other settings, including school.

It is not yet good because

- Differentiation within activities is not sufficient or regular enough to help all children make the best progress. At times, there is a lack of choice which limits children's ability to lead their own learning.
- There are limited opportunities for children to use their self-care skills, particularly at meal times, which impacts on building independence.
- Self-evaluation does not always take into account views of others, which means that not all areas for development are identified.

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 children's play and staff interaction, indoors and outside.
- The inspector spoke to the registered person, manager and staff at appropriate times throughout the inspection.
- The inspector and manager undertook the joint observation of an activity.
- The inspector looked at children's learning journey records, planning documentation, the self-evaluation form, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Wardropper

Full Report

Information about the setting

Holly Hill Private Daycare Nursery was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in premises in the Felling area of Gateshead, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from a split-level building and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, all 12 hold appropriate early years qualifications at level 2, 3, 4 and 5 including one with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there is regular and sufficient differentiation in the range of activities to help identify children's next steps so they make the best progress.

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

- increase opportunities for children to use their self-care skills, particularly at meal times, in order for them to develop their independence further
- develop further opportunities for self-evaluation, to take into account the views of others, in order to maximise the identification of areas for further development
- extend opportunities for children to lead their own learning by ensuring they can make choices and access a variety of activities at all times, particularly over the lunchtime period.

Inspection judgements

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

Staff create a friendly and welcoming environment and children arrive happily at the nursery and settle well. Staff talk to parents at the children's settling-in times and find out about their child's likes and interests. As a result, children settle quickly into the nursery because they are interested and well motivated. Staff demonstrate a sound awareness of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They use information from parents along with their initial assessments to form the children's 'starting points'. Learning outcomes relating to children's progress in relation to their starting points are, mostly, satisfactory. For example, staff know the children well and they make regular observations of what children do, like and enjoy, and record these in their learning records. Therefore, they plan sufficiently for their interests and children mostly enjoy what is provided. However, planning for children's next steps in learning is inconsistent and there is not always sufficient differentiation to help all children to make the best progress. This means that some children are not always sufficiently challenged and make satisfactory, rather than good, progress.

Children's mathematical development is promoted well through the daily routine. Children take an interest in numbers and counting, using them spontaneously through number rhymes and everyday play activities. For example, children show an awareness of shape and colour by successfully matching coloured counters. Staff praise children's efforts as well as their achievements, which helps to raise their self-esteem and, as a result, children are motivated to 'have a go'. Children's creativity is promoted appropriately as they choose to play with a variety of art and craft, small world, construction and role-play resources. Older children engage in imaginative play pretending to be construction workers building with large wooden blocks in the construction area. A group of children in the role-play area organise resources they need for a picnic. Children in the pre-school room are familiar with the routines of the setting and readily take part in circle time, singing, counting and listening to stories, which promote their readiness for school. Staff read children's favourite stories with expression. This maintains children's interest and develops their communication skills. For example, children eagerly answer 'over there; there he is!' when a member of staff asks 'Where has the dog gone?' when reading a favourite story. Staff promote communication and language development with younger children and babies by constantly talking to them about what they are doing and using appropriate facial gestures. Children's independent learning opportunities are nurtured as they explore paint. For example, children show delight and interest as they experience the feel of paint on their hands and feet. Staff help children develop early information communication and technology skills by providing appropriate cause and effect toys. For example, children show delight and enjoyment at pressing buttons and watching a toy move spontaneously. As a result, they repeat the action several times, successfully consolidating their learning. Children develop fine handling skills appropriately, as they handle tools to expand their learning. Chunky paintbrushes and play dough tools help younger children to learn how to hold and use tools appropriately. This helps them to develop early writing skills. An appropriate range of writing materials is made available indoors and outdoors, which

increases opportunities for children to freely make marks.

Children throughout the nursery enjoy outside play. Staff provide appropriate resources and activities to engage and interest the children. These opportunities and experiences help develop children's physical skills sufficiently. The outdoor area has been developed since the previous inspection to create a richer learning environment. For example, children use large wooden posts as a base to make dens or thread materials round. Large climbing equipment and wheeled toys enhance the outdoor play area. Children learn about the natural environment as they plant and care for a variety of plants. Staff provide appropriate resources, such as waterproof suits and boots, so children can go outdoors in all weathers and comfortably enjoy the experience that different weather provides. A large soft play area enables children to practise their large movement skills. Babies develop their small and large physical skills indoors as they make use of a dedicated play space and use resources such as push-along and cause and effect toys. Babies are learning to walk and develop physically through the effective use of resources provided. For example, they practise walking with push-along toys, supported by lots of encouragement, space and reassurance. As a result, children learn how to take their first steps with confidence.

Positive relationships with parents and carers result in a steady two-way flow of information about the children's care and education. For example, all parents and carers receive daily feedback either verbally or on the daily information sheets. Home links are well promoted. For example, older children have opportunities for taking a toy bear home at weekends. Parents write in a book and take photographs of their 'weekend adventures'. Children share their experiences with others at nursery and these are displayed for children to revisit.

Parents are able to come into the setting at any time and talk to key staff, and also have more formal opportunities such as parents' evenings to look at their children's records and discuss their child's development. A written summary report is produced after the first six weeks of starting at the nursery, about how the children have settled and their progress, which parents can also contribute to. In addition, the nursery provides parents' evenings twice a year. Staff have implemented the progress check at age two and are tracking children's learning using a system provided by the local authority. Despite some lack of challenge, children are developing skills for the future satisfactorily overall.

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

All children and their families are warmly welcomed into this friendly provision. Consequently, children happily separate from their parents, settle well and develop secure attachments with their key person and all staff members. Less confident children are managed well by staff. For example, staff comfort and support anxious children well when separating from their parent. Consequently, they are quickly reassured and parents are happy to leave them. Staff provide a strong focus on supporting the children's personal, social and emotional development and effectively support and reassure children. For instance, when babies are tired or unsettled, they are ready to offer a hug and a cuddle. As a result, the children develop warm, trusting relationships. Parents and carers, spoken to on the day of the inspection, report their satisfaction with how well their children have

settled and their children's growing confidence. Information provided by parents ensures that all children's needs are known and can be met.

Overall, throughout the nursery the range and use of resources are satisfactory and age appropriate. Staff act as positive role models, providing praise and encouragement to children to promote their self-esteem. As a result, children are well behaved. Children respond well to gentle reminders and direction from staff. For example, staff remind children to use quiet voices indoors.

Children enjoy a range of nutritionally balanced meals and snacks freshly prepared on the premises. Clear systems are in place to inform staff of any allergies or dietary requirements the children may have, which helps to keep children safe. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Children are supported with developing independence when toilet training. However, at meal times there are missed opportunities for children to develop independence and self-care skills as staff serve food and drinks to children.

Accident and medication administration records are appropriately in place, which helps to secure children's welfare. Children have daily opportunities to be physically active in the outdoor area and the indoor soft play area, which helps them to develop their physical skills. Children participate in regular fire evacuation drills, which help them learn about how to help themselves stay safe in an emergency.

Children have a smooth transition as they progress to other groups in the nursery due to the sharing of information with other staff and parents. Settling-in visits introduce children to unfamiliar faces and environments to help them feel comfortable. Staff formally share children's developmental assessments when children transfer between rooms. There are also appropriate systems in place to share information when children transfer to school and other settings.

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

The owner, manager and staff have a generally good understanding of the Early Years Foundation Stage framework. They have an appropriate overview of the experiences and activities required to help children progress towards the early learning goals. However, these sometimes lack challenge due to lack of differentiation in some activities. This means most children make satisfactory progress. Monitoring and tracking systems are appropriate and clear as they highlight areas for development.

A suitable self-evaluation of the nursery is in place, in order to identify further priorities for development and improve the quality of care for children. Since the last inspection, some improvements have been made. For example, the outdoor learning environment has been improved. However, some of the recommendations made last time have not been fully addressed.

Staff benefit from regular staff meetings where issues and practice are discussed and are

reflected upon. Quality of practice is monitored through regular staff appraisals, which highlight areas for improvement in practice and training opportunities to build on these. A clear induction procedure provides new staff, students and agency staff with the relevant information required to support children in the setting. This ensures that they are clear about their roles and responsibilities. There are appropriate recruitment and selection systems in place to help ensure that staff are suitably vetted and suitable to work with children. These arrangements contribute in a positive way to the safety of children. Management and staff are aware of their responsibility to safeguard children. Appropriate systems for safeguarding children are in place and staff know the procedures to follow if they have a concern about a child's well-being. A safe and secure environment is provided, both indoors and outdoors. Satisfactory risk assessments and daily checks of the environment help secure children's safety.

All required documentation is in place and there is a range of policies and procedures designed to guide and reflect practice. Generally, staff are deployed effectively, with sufficient staffing to meet the required ratios of adults to children.

Parents enjoy a relaxed relationship with staff who take time to chat and exchange information about their children and how they spend their time in nursery. There is a sufficient range of useful information made accessible to parents, in the entrance of the nursery. For example, there are policies and procedures, newsletters, and information on the Early Years Foundation Stage. This ensures that they are kept well informed. Parents receive a daily sheet, which covers welfare matters, such as sleep times. This ensures a continuity of care for children. Parents comment positively that their children enjoy their time at the nursery and state that their children 'settle well' due to approachable, welcoming staff. They are happy with the progress their children are making. Children with special educational needs and/or disabilities are well supported and, partnership working with external agencies, secure appropriate interventions for children to receive the support they need. For example, staff work alongside other professionals, such as, the area special educational needs coordinator, to put into place appropriate strategies to support a children effectively. This means that children are well supported to reach their full potential. Local authority advisory staff also provide guidance and make suggestions to support improvement.

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	EY385412
Local authority	Gateshead
Inspection number	878942
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	63
Name of provider	Holly Hill Private Day Care Nursery Limited
Date of previous inspection	26/05/2009
Telephone number	01914950003

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

