

# Holmsdale Manor Nursery School

150 High Street, Ibstock, LEICESTERSHIRE, LE67 6JP

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 15/01/2014 |
| Previous inspection date | 03/09/2013 |

| <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 |                         | 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 are confident and enthusiastic learners. They are highly motivated and independent and use resources imaginatively to support their learning and play.
- Children make exceptional progress and are offered excellent opportunities for learning. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning.
- Partnerships with parents are highly effective. They are fully involved in the care and learning of the children, which ensures the children receive excellent support and continuity in their learning and development.
- Safety is given a very high priority. Hazards to children are identified and minimised and children are taught how to promote their own safety.
- The key person system is firmly embedded and great care is taken to build strong attachments with all children, which ensures that they feel extremely confident and secure in the setting.
- The inspirational manager and staff are dedicated to providing high quality care and learning for children. The rigorous monitoring of all aspects of the setting enables them to clearly target and strengthen practices.
- Robust partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.

## 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 held meetings with the manager of the setting and the owner of the company.
- The inspector carried out observations of activities in each room and also in the outdoor learning environment.
- The inspector looked at children's assessment records, planning documentation; evidence of suitability of practitioners working in the setting, the providers self - evaluation systems, complaints log and a range of other documentation.
- The inspectors took account of the views of parents spoken to on the day.

## Inspector

Julie Dale

## Full report

### Information about the setting

Holmsdale Manor Nursery School opened in 1986 and operates from a converted 17th century listed building and two adjacent properties with access to enclosed garden areas, paddock and a tennis court which are available for outside play. The setting is situated in the village of Ibstock in Leicestershire.

The setting is open each weekday throughout the year, excluding public holidays, from 7.30am to 6pm. There are currently 175 children aged under eight years on roll of whom 140 are in the early years age group. The setting provides funded early education for three and four-year-old children. Sessional, full day care, after school and school holiday care are provided. Children come from the local community and nearby towns and villages. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs 45 childcare staff, including the registered person. All staff hold appropriate early years qualifications to at least level 2. There are two members of staff with Qualified Teacher Status and four with Early Years Professional Status. The setting is a member of the National Association of Private Day Nurseries and benefits from support from the local authority.

### What the setting needs to do to improve further

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

- enhance the quality of teaching by ensuring that questioning and conversations consistently extend children's learning.

## Inspection judgements

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

Managers and practitioners have a very secure knowledge of the Statutory framework for the Early Years Foundation Stage and an excellent understanding of how children learn through their play. Practitioners have high expectations of themselves and the children, and provide a wealth of challenging and imaginative play and learning experiences. Teaching inspires children to become highly motivated and independent learners. For example, when making play dough with the pre-school children, to be used later in the day, children are given the opportunity to make choices about the texture, colour and scent they want the dough to be. The practitioner's excellent understanding of children's learning enables them to provide stimulating and highly innovative activities and environments which promote the children's interests. The creatively used outdoor areas engage children in their learning and encourages exploration, imaginative activity and autonomous play and independence in an exciting environment. For example, they create

dens in the forest school area of the grounds while in another area fruit and vegetables are grown which are used in the kitchen for snacks and lunchtimes.

Practitioners use thorough systems to assess children's starting points and ongoing progress and these are well established, robust and include all those involved in their learning. Practitioners prepare very detailed plans that cover all the areas of learning and reflect children's individual interests and next steps. The needs of individual children are recognised and are incorporated into planning activities that inspire and challenge them. For example, quieter or newer children are sensitively drawn into playing with other children. As a consequence, all children enjoy a busy and active time and make excellent progress in their learning and development. Practitioners make thorough observations to identify the next steps in children's development. They set realistic targets for children which supports exceptionally well their progress towards the early learning goals. Staff are skilled in building on children's first hand experiences to support early language skills, personal, social and emotional development and physical development. However, practitioners very occasionally miss to question and extend children's conversations. Robust observation and assessment procedures monitor children's progress as they work towards the early learning goals and develop the necessary skills to support their readiness for school.

Parents receive regular highly comprehensive feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. They are invited to attend parents' meetings with their child's key person on a regular basis. In addition, they have easy access to a broad range of information about activities and learning objectives within the setting. Consequently, they are fully included and are helped to understand how to support their children's learning at home. Children's communication and language is extremely well promoted as practitioners pay very close attention to helping them to acquire the necessary skills for the future. The utmost priority is given to ensuring all children are provided with the necessary support to help them make rapid progress in their learning. Practitioners use a wealth of strategies to include and support all children, such as, visual and pictorial systems, picture cards and one-to-one groups. They talk to parents about language spoken at home and ask for key words which help them to meet the children's needs.

Materials for making marks are widely available both indoors and out and presented in imaginative ways to capture the interest of all children, such as, in the role play area, outside and on art and craft tables indoors. Children are encouraged through skilful teaching to begin to give meaning to marks as they recognise their individual name cards and coat pegs. They self-register on arrival and find their cups and mugs at snack time. Books and reading materials from many cultures are readily available and children enjoy the one-to-one experience of sharing them with practitioners or participating in group story time. Practitioners skilfully use tone and intonation as they tell stories and share picture books with children.

Children use their creative skills and explore media during art and craft activities where they have free access to paper, glue, scissors and pencils. They enjoy making and listening to music, spontaneously singing their favourite songs or listening to and taking

part in group sessions. Practitioners provide an extensive range of opportunities for children to seek out patterns, count, sort and match through a range of games, construction toys and everyday routines. For example, they confidently count to 10 and beyond as they roll balls down the slopes outside and estimate how far each ball will reach.

Children have good access to a range of programmable toys, such as computers. Practitioners take advantage when situations arise to challenge children. For example, they encourage children to use weighing scales and measuring jugs to measure out ingredients for making play dough. This contributes extremely well towards their skills for the future and in preparation for their move on to full-time school.

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

A calm and caring atmosphere creates a positive learning environment for all and children are highly valued as individuals. Careful consideration is made to the allocation of each child's key person. This supports extremely close bonds between children and practitioners and provides a strong base for children to develop their independence and explore. In addition, parents acknowledge and appreciate the warm welcome and on-going support that they receive. All children show a strong sense of belonging within the setting and settle well because practitioners have an excellent knowledge of their individual likes, needs and routines. They work very closely with parents from the outset to gather all the relevant information and ensure that this is regularly updated to reflect any changes. Transitions from room to room and from one setting to another are exceedingly well managed as practitioners have established very positive partnerships with parents, other providers, and local pre-schools and schools. Key persons accompany children to new rooms until they feel confident on their own. Therefore, children feel confident and this helps establish close relationships with new people.

Practitioners give the utmost regard to the safety of children and ensure that resources and equipment are appropriate to their individual needs. Extreme care and consideration is made to the presentation of activities both indoors and outdoors, providing a consistently highly stimulating learning environment for children. They are encouraged to develop healthy lifestyles and learn about the importance of exercise using the extensive outdoor spaces and equipment including climbing, den building and forest school activities. Practitioners reinforce safe practice with equipment and toys diligently to instil good habits from an early age. For example, when climbing the steps on the stairs they are reminded to hold onto the safety rail. Rigorous risk assessments are recorded and are in place and daily checks to minimise risks to children are carried out across the setting. Children are cared for appropriately following any minor accidents and staff deal sensitively with any bumps they have received. Comprehensive records are kept of any accidents as are records of medicines given and these are shared with parents.

Children show a clear knowledge of how to keep themselves healthy as they are encouraged to make choices about the food they eat, recognising that some food choices are healthier than others. All the children help to grow fruit and vegetables in the extensive gardens and these are picked and used in the kitchens daily as part of snack or

lunch times. Children develop excellent self-help skills. For example, before playing outside they find their own coats and shoes, which they put on with minimal help from practitioners and at snack time pour their own drinks. A calm and harmonious atmosphere supports children's learning and any minor disputes are diffused very quickly. Children get on well together, know what is expected of them, learn to take turns and value one another. Practitioners skilfully support children to work together. For example, when making play dough to use later in the day, the older children take turns to mix and knead the dough and work together to decide which colours and scents to add to the mixture. Positive behaviour is consistently acknowledged and children's achievements, no matter how big or small, are enthusiastically celebrated. For example, practitioners thank children for their 'good counting and good listening' during a planned activity and reward charts and stickers are used to promote children's sense of self-esteem and confidence.

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

Following a recent visit by Ofsted the setting received a notice to improve to ensure that practitioners address any development needs, in partnership with parents and relevant professionals; to improve links between key persons to ensure that every child's care is tailored to meet their individual needs where they are experiencing transition within the setting and to review written risk assessments where it is determined helpful, with particular regard to removing or minimising risk for children experiencing transition within the setting. The registered provider and management team has taken action to address these issues and provided the required information and evidence to Ofsted following a further visit. Therefore, children's well-being and safety are now fully assured.

The registered provider and management team pursue excellence in all areas and provide inspirational leadership for the setting. They have consistently high expectations for the quality of care learning and development offered to children. Procedures and documentation are robustly reviewed and updated to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are exceptionally well met. Managers and practitioners have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding of children is exceptionally secure in the setting. All practitioners have attended mandatory safeguarding training and have an extremely good level of knowledge and understanding of child protection issues. The highly comprehensive policies and procedures underpin practice within the setting and ensures that any concerns practitioners may have about a child in their care would be addressed swiftly and comprehensively. Well-established recruitment and vetting procedures mean that practitioners undergo robust suitability checks and have completed training or are willing to do so. All practitioners complete a thorough induction process to help them understand their roles and responsibilities. A broad range of monitoring and performance management tools help managers to effectively support staff. As a result, any practice or training issues are quickly identified and addressed. In addition, managers and practitioners work incredibly well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive and positive environment for children to play and learn.

The setting implements robust risk assessments, which ensures a child friendly and safe environment for children to play and explore with confidence. Practitioners assess the area on a daily basis and remain constantly vigilant to potential hazards. In addition, the very close working partnerships between practitioners ensure the level of supervision is consistently high. Practitioner deployment around the setting enhances all aspects of the children's learning as all rooms have generous adult to children ratios as standard practice. Practitioners have formed very strong partnerships with parents who value the service highly. They state that they feel fully informed and included in their child's care and learning at all times and benefit from regular verbal and written feedback. Parents are invited to attend meetings about their children's progress on a regular basis and to participate in the future development of the setting. An extensive range of information is made readily available to parents and they routinely have access to policy updates to keep them informed about current practice. The setting has excellent strategies in place and has established effective partnerships with other agencies in order to give consistently high levels of support for individual children.

Managers and practitioners are passionate and committed to the service they provide. They work incredibly hard to keep up-to-date and maintain the outstanding practice within the setting. They share the same vision for continued development and systems for on-going self-evaluation are effective in identifying a detailed plan for future developments. Managers have an excellent overview of the curriculum through the meticulous monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. The setting consistently takes account of children's and parents' views, thoughts and feelings, to guide and inform practice. They are encouraged and their comments welcomed as they feedback their comments through regular questionnaires and on-going discussion. As a result, they are fully involved in affecting change in this exemplary setting.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>     | 223221                                      |
| <b>Local authority</b>             | Leicestershire                              |
| <b>Inspection number</b>           | 946796                                      |
| <b>Type of provision</b>           |   |
| <b>Registration category</b>       | Childcare - Non-Domestic                    |
| <b>Age range of children</b>       | 0 - 17                                      |
| <b>Total number of places</b>      | 88  |
| <b>Number of children on roll</b>  | 190   |
| <b>Name of provider</b>            | Mr Andrew Ward & Mrs Hazel Ward Partnership |
| <b>Date of previous inspection</b> | 03/09/2013                                  |
| <b>Telephone number</b>            | 01530 262434                                |

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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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