

# Holly Lane Day Nursery

Scout Association, Scout & Guide Headquarters, Holly Lane, Balsall Common, COVENTRY, CV7 7EA

<b>Inspection date</b>	30/01/2014
Previous inspection date	19/02/2013

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

- Children are happy, self-assured and enjoy coming to the nursery. This is because key persons build strong and supportive relationships with children and maintain regular and effective communication with their families.
- Staff skilfully plan and provide a wide variety of stimulating and interesting activities that inspire children's enthusiasm for learning. Consequently, children make good progress and are keen to participate in learning experiences.
- Children's welfare and safety is effectively assured because staff follow safe practices and demonstrate a clear knowledge and understanding of their role and responsibilities with regards to protecting children.

### It is not yet outstanding because

- There is scope to further develop the use of visual aids to help all children express their emotions and more easily make independent choices about their play and learning.
- Opportunities to help parents gain a greater understanding of teaching and learning and maximise their children's learning potential are not fully utilised.

## **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 inspected conducted a tour of the premises.
- The inspector spoke with the registered person and staff, at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager of a planned activity with a small group of children.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed and viewed the provider's self-evaluation form.
- The inspector took into account the views of some parents gathered through discussion and from written questionnaires sent out by the nursery.

## **Inspector**

Carol Johnson

## Full report

### Information about the setting

Holly Lane Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of Pathways Nurseries and Childcare Centres Limited, which has six other provisions within Warwickshire and Solihull. It operates from a self-contained building located in the Balsall Common Scout and Guide Headquarters and is managed by the company. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6pm for 50 weeks a year, with the exception of Bank Holidays. There is a fully enclosed area available for outdoor play.

There are currently 20 children on roll, who are within the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs six members of childcare staff. Of these, two hold a foundation degree, three hold appropriate early years qualifications at level 3 and one holds level 2. The nursery receives support from the local authority. The nursery is supported by an administrator, company directors and staff from the other nurseries in the group. The nursery is a member of the Pre-School Learning Alliance.

### 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 well-being, experiences and independence by developing the use of visual aids to help them express their emotions and more easily make preferences about the resources they would like to use to support their play
- introduce a greater variety of strategies that encourage increased parental involvement in children's learning at home and in the nursery, so that children's learning potential is maximised.

### Inspection judgements

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

Children make good progress in their learning and development. This is because staff understand how individual children play and learn and the quality of teaching is good. Staff effectively liaise with parents and other professionals and regularly observe and

listen closely to children. As a result, staff are well aware of individual children's needs, personalities and preferences. Staff carefully plan children's experiences to ensure that they are suitable and reflect children's interests. Key persons are clear about what they hope individual and groups of children will learn and a good focus is placed on promoting the prime areas of learning. Consequently, children are progressing well in these areas and have a firm knowledge base from which they can learn new skills. Key persons rigorously maintain learning and development records for each of their key children. Every child has a book, known as their 'Learning Journey' and this contains photographs of them engaged in play, examples of their work and progress reports. These books are regularly shared with parents and creatively used to stimulate communication between staff and children. Effective two-way communication between parents and nursery staff ensures that important information is exchanged in relation to children's progress and the next steps in their learning. A website, newsletter and displays around the nursery provide parents with additional information about the range of experiences enjoyed by their children. However, opportunities to enhance parental knowledge of how children develop and learn and maximise children's learning potential are not fully exploited, for example, by providing activities which can be extended at home.

Through a wide range of adult-planned and child-initiated learning children successfully gain many of the skills they will need for school and future life. Babies enjoy easy access to a large number of different kinds of objects and receptacles that inspire their curiosity and sense of exploration. For example, they select and then fill, shake, stack, knock down and manipulate a selection of everyday household items placed within their easy reach. They are excited by the noises, both purposely and accidentally, produced by their actions and this encourages them to investigate further. As a result, children's senses are stimulated and they learn to use trial and error to solve problems. Older children enjoy listening to staff read their favourite books. Staff skilfully use their interest in the story to foster a love of books and extend children's language skills. Staff read books to children with enthusiasm and encourage them to describe what they see in the pictures and predict what might happen next. Consequently, children are interested and learn to listen with increasing attention and recall. Children eagerly talk about the different characters in the book and staff cleverly use questioning techniques to encourage children to think and respond. The successful use of familiar songs and nursery rhymes engage children and develop their vocabulary and awareness of number language and rhyme. Children recognise a tune that indicates that it is time for them to tidy away toys and learn to move their bodies in a variety of ways as they join in with action rhymes.

Children are keen to participate in experiences and staff provide them with effective support and motivation. Staff understand the benefit of not constantly interrupting children's independent play, but remain close at hand to offer support, where necessary. Children demonstrate good physical skills and these are developed through plenty of physical exercise and outdoor play. Staff plan lots of experiences that encourage children to expend energy and develop balance and coordination. Despite being small, the nursery outdoor space is used everyday by all children and provides them with opportunities to exercise and experience fresh air. In addition, children visit local parks and fields where there are larger spaces and a wider range of equipment for them to expend energy and develop their physical skills and confidence. Staff cleverly draw children's attention to the many different things they see outside and this means that they learn about nature and

the world about them. For example, during the inspection children playing outside showed a fascination for spiders; staff noticed this interest and harnessed it to teach children about where spiders live and what they eat. Furthermore, they invited children to draw spiders and webs using chalk on a brick wall in the nursery outdoor area. Consequently, children were able to express their creativity and develop their thoughts and ideas.

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

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are actively engaged and interested in available experiences. A well-established and effective key person system helps children feel cared about, valued and respected. Each child is assigned a key person, who obtains comprehensive information from parents to support their child's welfare and progress. For example, the key person asks parents about home routines, comfort items, health needs and any areas of development requiring support. This shows parents that staff value information about the way in which their children behave and learn at home. Children are monitored, at regular intervals, as they sleep and a notice is displayed above each cot clearly indicating their individual routines and parental wishes. Consequently, staff provide dependable and nurturing support for each child. Staff effectively support older children moving on to other settings; they talk to them about what to expect and skilfully introduce activities that encourage them to sit for longer periods, listen and take turns in their play. Many older children move on to a nearby nursery run by the same provider and they, along with other children, frequently visit this establishment. Consequently, they are familiar with the environment and staff prior to the move. Furthermore, the health and physical skills of all children going on these visits are enhanced through access to the outdoor play areas at this nursery.

Children enjoy easy access to a wealth of toys and equipment. This is because a good selection is thoughtfully stored or placed within their easy reach. However, children's learning potential, independence and enjoyment is not always maximised. This is because staff have not considered that some children may not be aware of the full extent or nature of available resources. Furthermore, some children may be reluctant or unable to clearly communicate their wishes, for example, very young children or those who speak English as an additional language. Staff have started to use some pictures to help children express their wishes and make choices but this practice is not yet embedded or used with all children. Also, some pictures are not sufficiently representative of the objects they are supposed to portray. Consequently, children may not easily match the actual object with the picture they are being shown and this hinders their ability to communicate their wishes.

Staff are vigilant with regards to health and safety; all areas of the nursery are clean, safe and maintained well. The nursery procedures for administering medication is known by all staff and rigorously followed. Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about road safety during outings and this is reinforced and practised on a frequent basis. Good hygiene procedures are in place and children develop positive attitudes towards a healthy

lifestyle. They engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Food provided for children is healthy and nutritious and easily accessible drinks prevent children from becoming dehydrated. Children demonstrate independence skills appropriate to their age and stage of development; they learn when they need to wash their hands and staff provide any necessary support and encouragement. Children behave well because staff are positive role models and ensure children are clear about their behaviour expectations. For example, older children know that they are expected to take turns in their play. Any incidents of unwanted behaviour are quickly handled by staff in a positive and developmentally appropriate manner. For example, staff distract younger children and older ones are made aware of the consequences of their actions. Children's good behaviour is acknowledged and rewarded with praise and positive body language. A clear and behaviour management policy is shared with parents and this supports and explains staff practice and promotes consistency. Consequently, there is a calm and happy atmosphere in the nursery.

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

Leaders and managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Staff are vigilant with regards to safety and effective risk assessment procedures ensure that any potential safety risks are promptly identified and effectively minimised. All staff have attended safeguarding training and know what to do should they have any child protection concerns. The nursery safeguarding policy meets requirements and children are only released into the care of authorised individuals. All adults working in the nursery are suitably vetted and visitors closely supervised.

The directors of the company provide strong leadership for the staff team. They are a visible presence in the nursery and promote high standards and a strong culture of reflection. The company quality coordinator regularly visits the nursery and works with the manager to improve, monitor and assess staff performance. Documentation is reviewed to ensure it is maintained to a consistently high standard and staff are continually reflecting on the success of planned activities. Effective staff supervision arrangements ensure that all staff receive constructive feedback on their performance and regular opportunities to share any concerns. Staff personal and professional development is actively promoted and successfully used to maintain high standards of care and education. In-house training occurs on a regular basis and staff describe how recent opportunities to observe each other's practice have helped them to identify their strengths and areas for improvement. Furthermore, staff cascade knowledge gained through training delivered by external agencies to management and the whole staff team. New staff undergo a thorough induction process and this ensures that they are suitably informed to fulfil their role and responsibilities to the desired level. There is a clear company management structure and effective administrative support allows the nursery manager to concentrate on providing quality care and education for children. Staff work well together and company incentives, for example, a nursery of the year award, successfully help to motivate and retain staff.

Nursery staff successfully work in partnership with parents and other professionals. This ensures that children's individual needs are promptly identified and supported and they receive consistency of care. Strong links have been forged with local schools and staff are well aware of local and national support mechanisms. Advice and support from the local authority is welcomed and the particular strengths and expertise of staff across the company is effectively used to support children and their families. For example, managers and staff across the company often meet for training events and regularly share good practice and ideas. Furthermore, the directors describe how they network with other local providers, attend national conferences and keep abreast of key research. Relationships between the nursery and parents are very friendly. Parents speak highly of the nursery and those interviewed during the inspection comment on how well staff know their children and effectively support their progress and welfare. They particularly like the way that children of all ages are, in the main, cared for in one room. This allows siblings to be together and for children to learn from each other. Parental responses recorded on questionnaires sent out by the nursery include, 'We couldn't be happier with Holly Lane. Perfect for our baby' and 'the care and attention showed has been second to none.'

### **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>	EY431865
<b>Local authority</b>	Solihull
<b>Inspection number</b>	950315
<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>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Pathways Nurseries and Childcare Centres Ltd
<b>Date of previous inspection</b>	19/02/2013
<b>Telephone number</b>	01676533684

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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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Piccadilly Gate  
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M1 2WD

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