

# Holly Lodge Nursery

Holly Lodge Family Centre, Oakeshott Avenue, Highgate, London, N6 6ED

## Inspection date

Previous inspection date

17/12/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 develop strong relationships with parents through a variety of ways so parents feel involved in their children's learning.
- Staff develop spontaneous play opportunities for children based on their interests. As a result, children are happy, engaged and motivated to learn.
- Staff provide a well-planned environment with accessible resources, which support children's independent choices well.
- Staff provide consistent messages to children. Consequently, children share, take turns and play harmoniously together.

### It is not yet outstanding because

- Some staff do not always use assessments of children's learning with sufficient precision to make sure experiences for children are fully enriching at all times.
- At times, some staff do not use fully effective questioning techniques to encourage children to think and respond.

## 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 observed activities in the playroom where children were present on the day of the inspection.
- The inspector talked to some of the parents, the children, the manager and the staff.
- The inspector examined a selection of documents, including policies and procedures, and those that assess suitability of staff.
- The inspector looked at a variety of children's records including observations, assessments and planning.
- The inspector offered a joint observation to the manager.

## Inspector

Alexandra Samara

## Full report

### Information about the setting

Holly Lodge Nursery is part of Queen's Crescent Community Association and registered in 2014. It operates from a purpose-built ground floor building in Highgate, North London. The nursery operates from two rooms and there is a small kitchen where staff prepare snacks. Children and babies have access to two enclosed outdoor play areas. The nursery is open from 7.30am to 6.30pm each weekday for 51 weeks of the year. The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early education for children aged two, three, and four years. There are currently 24 children on roll. The nursery supports children with special educational needs and/or disabilities and cares for children who are learning to speak English as an additional language. A total of six staff work with the children. The majority of staff hold recognised early years qualifications. One member of staff has Qualified Teacher Status.

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

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

- build the staff's skills further in using precise assessments to plan activities which always fully enrich children's learning
  
- maximise opportunities to support children's thinking skills and promote further their language development by, for example, asking useful questions during play and activities.

### Inspection judgements

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

Staff provide a well-planned and well-resourced environment where children develop through play and active learning. When children arrive at the nursery, they are eager to get involved in the activities that have been set up. Staff are enthusiastic and inviting so children get involved in their play with them. Staff promote all areas of learning within the environment offering children a wide range of experiences. Children choose the activities that interest them and staff are deployed well to develop play and learning. Staff plan the environment and resources effectively using information from parents, their observations of children and children's interests. Staff link their observations to an appropriate assessment record. However, while children make good progress overall, staff do not always use their assessments of children's learning with precision to plan experiences which help children make the best progress possible. Nevertheless, the children enjoy the planned activities and are enthused and motivated in their learning.

Generally, teaching is good because the staff are enthusiastic and inventive, and have a good understanding of how to extend children's play based on their interests. For example, children enjoyed a story about a princess and a witch, and staff encouraged them to re-enact the story. Staff supported children to develop their imagination further by creating a hairdressing salon based on the story. Children enjoy the positive interactions with staff that support children well to make links between letters and sounds. For example, staff said, 'W for witch', during children's role-play activity. However, staff do not always take the opportunity to extend children's language and thinking skills, during spontaneous play and activities. For example, some staff asked questions that only required a single word answer, rather than extending children to reply more fully.

Staff are aware of how much children enjoy the outdoors and try to regularly take them outside, to their local park or out in the community. As a result, children have the opportunity to explore the outdoors, practise their physical skills and learn about their local community. On the day of the inspection, children enjoyed a local trip to visit Santa.

Staff offer children a good balance of child-initiated and adult-led activities. For example, staff take the lead from the children in creating a monster story or building a new runway for their airport. Therefore, children become involved in their play. Staff give children time to extend and develop their play without interfering. Staff promote children's understanding of feelings by asking them to describe different emotions, such as 'scary'. Staff support children's understanding of mathematical concepts as they compare different sizes and quantities. Staff offer support when children require, for example, in using the tongs to serve themselves, which encourages their independence skills.

Parents feel well informed about their child's learning enjoying the opportunity to share their profiles and discuss their progress with their key person at the review meetings. Staff and parents use the profiles and a 'wow board' to share their observations about the child's learning in the nursery and at home. This helps to promote continuity in children's learning.

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

There is a well-established key-person system in the nursery. Parents comment positively on the support offered to children that join the nursery. As a result, there are secure and supportive relationships between the staff and children. Staff are welcoming and encourage the children using praise. Consequently, children feel happy and secure to explore the environment or to ask for help when needed. Children arrive at the nursery keen to find out about the activities that staff plan for the day, for example, cooking. They ask about their friends and are eager to join in play. Staff work closely with parents to support the move in to the nursery. They use information forms to find out as much as possible about the child before they first start and use this to inform planning. As a result, children settle well. Staff involve parents in the activities at the nursery. For example, parents come to share books with the children or lead specific activities, and as result, children develop a sense of ownership and pride.

Staff encourage sharing and turn taking to support children's social development. As a result, children make friendships and learn to work together, negotiating conflicts well. Children behave positively and respond well to instructions, for example, when adults tell them that it is time to tidy up. Staff are good role models. For example, they speak kindly to the children as they remind them not to spill the water on the floor. Staff are consistent in acknowledging and praising children for their efforts, for example, pouring their own drink at snack time. As a result, children become confident and independent learners. Children develop an understanding of the daily routines because staff inform children about what is happening next after routines or planned activities. This supports their emotional well-being effectively.

Staff support children's health and self-care effectively. Children share a healthy lunch and healthy snacks. Staff teach them about the importance of healthy eating, such as why fruits are good for them. Staff ensure that children always have access to fresh water. Children are encouraged to pour their own drinks and serve their food at lunch and tea time. Consequently, children learn to become independent. Children develop good hygiene practices, as they wash their hands before lunch and tea time, and after using the toilet or paints. Staff teach children about safety. For example, they remind children that it is not safe to run around in the nursery and that they need to be careful when lifting something or bending next to furniture. Staff practise the fire drill with children regularly so that they know what to do in the event of emergency. Consequently, children learn how to keep themselves safe. Staff monitor children's safety effectively through regular detailed risk assessments and well-developed procedures that underpin staff good practices.

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

The manager has a clear understanding of the requirements of the Early Years Foundation Stage, her leadership role and her responsibilities in the nursery. She uses robust procedures to recruit and induct new staff as well as to monitor the ongoing suitability of all staff to work with children. Consequently, staff have a good understanding of their roles and responsibilities. Staff have a clear good knowledge of safeguarding policies and procedures, and are confident in knowing what to do if they have any concerns about a child. Three staff hold current paediatric first-aid qualifications, which ensures there is always a qualified person available in the nursery to deal with any accidents promptly.

The manager has a good understanding of the learning and development requirements of the Early Years Foundation Stage and of how to support children's learning. She attends regular training and receives supervision so that she can respond to the demands of her role. The manager meets regularly with staff and sets targets for their professional development, which she monitors effectively. The manager supports staff well in developing their roles through training and mentoring. As a result, staff feel well supported to develop their practice and teaching to improve upon the already good outcomes for children.

The manager has a good understanding of the provision's strengths and areas for

development. Since registration, she has implemented a new water-play system and has plans to develop the outside area. She has developed an effective plan with priorities for the future. For example, she wants to develop the staff team to ensure there is consistency and accuracy in all aspects of practice, particularly regarding the precision with which some staff use assessments of children's learning to plan enriching activities. Consequently, the provision has a good capacity for further improvement.

The staff work together well as a team and communicate effectively throughout the day. The manager has good partnerships with colleagues from the wider organisation; they share knowledge and visits and evaluate each other practices. She works in partnership with the local authority early years adviser to help her constantly develop her practice. The manager is aware of when to involve other professionals to provide children with additional support as required. As a result, children receive the additional support they need to develop their full potential from their starting points.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY477571
<b>Local authority</b>	Camden
<b>Inspection number</b>	974354
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Queen's Crescent Community Association
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0208 347 9500

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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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