

Hollins Childcare

161 Hollins Road, Todmorden, Calderdale, OL14 6QF



Inspection date

6 October 2015

Previous inspection date

7 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching across the setting is strong. Staff provide a wide range of planned activities and experiences for children, in order to support each child in the next steps of their learning.
- Children make good progress in their learning, those who are exceeding expected levels of attainment for their age are supported in developing their skills even further. Children whose starting points are lower are supported in making progress at their own pace.
- Children independently access resources and play alongside each other in mixed age groups and abilities, supported well by the staff. Children and adults enjoy spending time together. Children are starting to understand and show tolerance for each other's differences and similarities.
- The setting has a welcoming, homely feel. Parents provide positive feedback about staff and talk about how much their children look forward to their time at the setting.
- Staff work with parents to ensure children settle well and that they have a good understanding of their care routines and personal needs. Children demonstrate that they have strong bonds with staff and feel safe.
- The provider demonstrates a commitment to promoting a high-quality provision. She monitors and evaluates the quality of practice and has clear plans to improve the provision even further.

It is not yet outstanding because:

- Staff are less effective at allowing younger children to practice their self-help skills during routine mealtimes.
- Staff have not yet fully developed effective strategies to engage all parents in their children's learning. Especially those who are less willing to contribute.

What the setting needs to do to improve further

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

- provide greater opportunities for younger children and babies to develop and practice their independence skills
- improve strategies to engage parents who are reluctant to contribute, in sharing their knowledge of their children's learning and development at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspector spoke to children and members of staff at appropriate times during the inspection.
- The inspector held a meeting with the provider and looked at relevant documentation, such as children's records, a range of policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector discussed with the provider how she evaluates her practice and how she identifies areas requiring improvement.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Katharine Jones

Inspection findings

Effectiveness of the leadership and management is good

The provider demonstrates a sound knowledge of the statutory and government requirements. The arrangements for safeguarding are effective. Staff are supervised well and encouraged to develop their skills and knowledge through training and development. The provider evaluates and reviews the quality of the setting throughout her daily practice and by close monitoring of the staff team. She demonstrates her clear and enthusiastic vision of childcare and instils this in her team, ensuring that children's individual needs are met. The relationship with the local school is good. Staff work with teachers in supporting children's transition to school. Children are encouraged to share ideas and experiences and to learn about different cultures. Information is provided for parents, demonstrating activities and experiences that children have had. However, strategies to share knowledge of children's development with parents who are more reluctant to contribute are not yet fully successful.

Quality of teaching, learning and assessment is good

Staff have high expectations of children who are motivated to learn. Children are developing well, including those with lower starting points. Staff demonstrate a good understanding of the seven areas of learning. They plan purposeful activities which engage children and support their learning further. Children's progress is assessed and practice is reviewed to ensure that any gaps are identified and are closing. Staff interactions with children are supportive, engaging and encouraging. Children enjoy their learning and try new things in different ways. However, during mealtimes, younger children are not consistently provided with opportunities to use their self-help skills. Children are supported in their preparation for school, for example, they learn about numeracy and literacy in small groups and individually, to develop their understanding and practise their new skills. Children are able to access their own resources inside and outdoors, helping to motivate children and support their learning even further. The setting confidently engages external providers when required, in order to support further learning.

Personal development, behaviour and welfare are good

Children demonstrate that they are happy and have good attachments with the adults who care for them. They move around the setting with confidence, practising their physical skills and getting involved. Staff are good role models in helping children to celebrate and achieve together. Children's behaviour is good and any conflicts are addressed quickly and patiently. Children enjoy managing their own safety risks in play and are supported in making healthy choices at mealtimes, helping them to learn to keep themselves safe and healthy.

Outcomes for children are good

Staff have high expectations of children. Children are progressing well and acquiring the skills they need for future learning and for school. Staff have a good understanding of each child and monitor their progress across all areas of learning. Where gaps in learning are identified, opportunities are created to help close those gaps.

Setting details

Unique reference number	EY420127
Local authority	Calderdale
Inspection number	852061
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	50
Number of children on roll	109
Name of provider	Margaret Ellis
Date of previous inspection	7 December 2011
Telephone number	01706 819039

Hollins Childcare was registered in 2011. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports disabled children and those with special educational needs.

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