

Holly Hill Private Daycare Nursery

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



Inspection date	22 October 2015
Previous inspection date	6 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children make good progress in their learning and development from their starting points. Staff know children well and plan activities that are exciting. This motivates children to explore and arouses their interest further.
- Leadership and management are good. The supervision of staff ensures the quality of teaching is consistently shaped and managed. This facilitates children's learning.
- There are good partnerships with parents and others who are involved in the care and learning of the children. This ensures that children's emerging needs are well met, and they receive relevant support and continuity in their learning and development.
- Children feel safe and secure. The thoughtfully planned play areas create stimulating environments for all ages of children. This promotes children's independence and confidence, and encourages purposeful play.
- Parents are kept informed about their children's progress. Staff provide them with the support and strategies they need to contribute to their child's development.
- The qualified staff are enthusiastic and have high expectations of themselves. They regularly access training, which has a positive impact on children's learning and care.

It is not yet outstanding because:

- The organisation of some group times means that older children are not always able to concentrate.
- Occasionally, staff do not use everyday activities to extend children's understanding of numbers and positional language.

What the setting needs to do to improve further

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

- organise group time more effectively to provide older children with opportunities to concentrate without distractions
- develop further opportunities for children to use numbers and positional language in everyday activities to enhance their understanding of mathematical concepts.

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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of parents' written comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team works well together and is committed to protecting children from harm. This provides stability and security for children. Staff follow a comprehensive set of policies and procedures which underpin their good practice. The manager monitors the educational programmes, children's progress and staff practice closely. Regular staff supervisions are used to discuss individual children and their progress, staff training and any concerns staff may have. This ensures any gaps in children's learning are identified and interventions sought if necessary. Staff use self-evaluation to drive improvement and set high expectations. They implement strategies and target staff training to support all children. Staff gather feedback from parents in many ways. They use this in their plan of improvement to continue to raise the quality of teaching and learning for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good as staff promote children's learning and development through a variety of interesting and stimulating activities. Children make good progress as they are engaged and motivated in their play and learning. Staff regularly observe and assess children, and plan for their next steps in learning. Older children choose their preferred area of play; this supports their continued interest and their learning. Children show interest as they experiment with stones and jugs of water, investigating displacement and discussing the reasoning. Toddlers experiment with a wide range of creative and physical activities. Children who speak English as an additional language, and their families, are supported effectively. Staff work well with other agencies. This means all children receive the early support they need.

Personal development, behaviour and welfare are good

Settling-in procedures ensure children settle quickly. Key persons gather good information from parents to support and meet children's needs constantly. This enables staff to follow children's home routines and care practices well. Children's behaviour is good. The staff skilfully support children to understand rules and boundaries consistently and appropriately for their age. Toddlers thoroughly enjoy playing in the outdoor area. Staff supervise them closely while they experiment and develop their physical skills. Toddlers effectively manage risks, displaying good balance and coordination skills. Babies move freely, accessing a variety of sensory activities. Staff ensure children are safe and secure, and risks are effectively managed. Staff discuss the importance of eating healthily and support children's understanding of a healthy lifestyle.

Outcomes for children are good

All children make good progress from their starting points. Children are learning to be independent as the staff provide many opportunities for them to manage age-appropriate tasks. The staff have established links with the local schools and other early years provisions that children also attend. They share information to ensure that children's learning experiences and care have continuity. This helps children to develop the key skills needed for the next stage in their learning, such as school.

Setting details

Unique reference number	EY385412
Local authority	Gateshead
Inspection number	1028718
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	49
Name of provider	Holly Hill Private Day Care Nursery Limited
Date of previous inspection	6 September 2013
Telephone number	01914950003

Holly Hill Private Daycare Nursery was registered in 2008. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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