

The Hollies Nursery

Hollies Hall, Nursery Road, South Gate, London, N14 5QD



Inspection date

13 April 2016

Previous inspection date

31 January 2012

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 manager has a clear understanding of her role and vision for the nursery. She provides good levels of support for her staff team. She continues to manage their performance and training needs well.
- Children benefit from the strong relationships that exist between staff and other professionals, particularly to help address their specific needs. All children make good progress.
- Staff make accurate assessments of children's development and identify clear targets to close any gaps in their learning. Children progress well towards the early learning goals and they are acquiring the key skills to support their future learning.
- Staff work effectively as key persons to support children in forming secure attachments. Children are happy, confident and well settled in the environment, and build strong relationships with the caring staff team and other children.

It is not yet outstanding because:

- On occasion, staff miss opportunities to identify and follow children's interests further, for example, during some planned activities.
- Opportunities for children to use everyday technology and increase their understanding of how things work are less developed than other areas of learning.

What the setting needs to do to improve further

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

- continue to build on and extend all learning opportunities, in particular those which children show a greater interest to pursue, to enhance their learning experience
- increase opportunities for children to develop their understanding of technology and learn about how things work.

Inspection activities

- The inspector observed the interactions between the staff and children as they engaged in activities together.
- The inspector spoke to staff and parents, and engaged with children during the inspection.
- The inspector looked at a sample of documentation, including staff suitability records, children's profiles and some of the setting's written policies and procedures.
- The inspector carried out a joint observation and discussion with the provider.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are familiar with the procedures for reporting any welfare concerns. The manager pursues vetting checks to ensure the suitability of all staff. She oversees robust systems for monitoring children's progress and ensures staff undertake relevant assessments to inform their planning effectively. Systems for monitoring staff performance and offering supervision, for example, through one-to-one meetings, are effective and contribute well to staff's professional development. The manager continuously supports staff, such as in working towards achieving higher qualifications. Staff with specific responsibilities receive further support, for example, they attend additional training to assist them in carrying out their roles effectively.

Quality of teaching, learning and assessment is good

Staff use their knowledge to plan an array of interesting and challenging experiences around children's interests. For example, children have fun digging for dinosaur bones through frozen blocks of ice. They have opportunities to enhance their literacy development, for example, they confidently draw and practise their early writing skills. Staff encourage children to use their imaginations, such as when acting out their own ideas in the home corner. Staff observe children's achievements and plan for their individual development. They regularly share information with parents about their children's learning and encourage them to contribute towards the assessment process.

Personal development, behaviour and welfare are good

Staff provide a welcoming and friendly environment, where children feel safe and secure. They routinely promote children's awareness of healthy living and safety. For example, children understand the importance of washing their hands, eating healthy foods and how to handle tools correctly. Children play cooperatively with their friends, taking turns and sharing resources. They have many opportunities to learn about their own and other people's backgrounds, such as through planned activities, visual displays and a range of resources. Staff take a consistent approach in helping children to understand their expectations for good behaviour. They offer children regular praise and encouragement, which helps to promote their self-esteem. Children learn to take responsibility for assisting their own personal needs, such as helping themselves to drinks and snacks.

Outcomes for children are good

Children make good progress, taking into account their starting points. They develop key skills to support their move on to school. For example, they engage in meaningful conversations with others and communicate their ideas well during activities. In addition, children with specific needs receive good levels of support and make consistent progress.

Setting details

Unique reference number	EY255877
Local authority	Enfield
Inspection number	833104
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of provider	Deborah Jaqueline McGrath
Date of previous inspection	31 January 2012
Telephone number	020 8886 8750

The Hollies Nursery registered in 2003. The nursery is located in Southgate. The nursery is open five days a week, from 9am to 12.30pm, during term time. A team of five staff work with the children; four members of staff hold relevant early years qualifications. The provider is in receipt of funding to provide free early education for children aged three and four years.

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