

Holcombe Brook School Nursery Ltd



Holcombe Brook CP School, Longsight Road, Ramsbottom, Bury, Lancashire, BL0 9TA

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| Inspection date | 4 May 2016 |
| Previous inspection date | 14 March 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 nursery has maintained its previous good judgement. The management team have addressed the recommendations raised at the last inspection. They have made further improvements which are evident in practice.
- All children make good progress from their starting points. They are working within expectations which are typical for their age. Where children are working below expectations, good teaching strategies support the progress they make.
- Children are motivated and excited to learn. Positive changes have been made to the environment indoors and outdoors. Children are able to follow their own interests in play and choose from a broad range of interesting activities and opportunities.
- Staff are excellent role models for the children. They are enthusiastic, kind and communicate clearly with each other. Children learn how to take turns and share resources well. They are consistently praised and rewarded for their good behaviour.
- The manager regularly evaluates the effectiveness of the provision, using the views of parents, staff and children. She has also worked in partnership with an early years advisor to identify further priorities for improvement. These are targeted through a clear action plan.

It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard overall.
- The management team are not yet effectively tracking the progress of different groups of children.

What the setting needs to do to improve further

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

- embed systems to monitor staff practice and ensure teaching is of a consistently high standard overall
- improve how the progress made by different groups of children is monitored so that any differences in attainment are addressed more quickly.

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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation, children's assessment records and staff supervision forms.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if worried about the welfare of a child in their care. Daily risk assessments are carried out every morning and afternoon. This helps to keep children as safe from harm as possible. Five staff have relevant childcare qualifications and all staff attend professional development opportunities. This helps to improve their knowledge and practice in various areas, such as how to manage children's behaviour effectively. The manager regularly reflects on the strengths and weaknesses of the nursery. For example, creating smaller areas focused on different areas of learning. Children's play is now more focused and they show better concentration while exploring independently and in small groups. The nursery has successfully introduced sharing diaries for any children who attend other settings. This helps to promote good communication with others and supports continuity of care and learning for children.

Quality of teaching, learning and assessment is good

Staff are knowledgeable about the children. They consistently engage, observe, comment on and extend children's learning through play. Regular individual tracking of children's progress helps to identify any gaps in their learning. This information is used well to plan activities which support them to make good progress. Staff support children's literacy development well. One example of this is a daily group time session where children listen for words which rhyme and mix them up to create a 'silly soup'. Children are encouraged to use numbers in their play, for example, counting how many steps up to the slide or how many bricks in the tower. This helps to promote children's mathematical skills well. Parents are kept well informed about their children's learning, for example, through daily diaries, discussions and drop-in sessions. They are encouraged to share learning from home and complete 'proud clouds' when children have achieved something special.

Personal development, behaviour and welfare are good

Children benefit from a stimulating and interesting environment, where they use their imagination creatively. Amongst other things, they pretend to dig for treasure outdoors and create a castle using sheets and crates for thrones. They have access to a wide range of physical experiences, including den making in the woodland area or a visit to the tyre park and climbing frame. They practise their balancing skills as they negotiate the obstacle course and walk across the bridge together. Children behave well and listen carefully to others. Staff sensitively support them to talk about their emotions and help them to understand how others may be feeling. Children are encouraged to develop their independence, for example, choosing their own lunch and washing their own hands. This helps to promote their self-esteem and confidence.

Outcomes for children are good

Children's individual progress is well monitored and targets are set to help children achieve their next steps in learning. Children learn to develop positive relationships and strong social skills. They are well supported to develop key skills for their future learning.

Setting details

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| Unique reference number | 316760 |
| Local authority | Bury |
| Inspection number | 872009 |
| Type of provision | Full-time 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 | 38 |
| Name of provider | Holcombe Brook Primary School Nursery Limited |
| Date of previous inspection | 14 March 2012 |
| Telephone number | 0120 488 2404 |

Holcombe Brook Primary School Nursery Ltd was registered in 1998. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 1, 3 and 4. The nursery opens from Monday to Friday for 44 weeks a year. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for three- and four-year-old children.

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