

Holly Lane Nursery

Holly Lane, Great Wyrley, WALSALL, WS6 6AQ



Inspection date

6 July 2016

Previous inspection date

20 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider and committee place a high priority on improving their knowledge and understanding. They have worked together as a coordinated team, alongside the nursery manager, to make noteworthy improvements since the last inspection.
- The staff team demonstrates a strong commitment to its work with children. Staff consistently use the setting's effective systems to observe children's play and plan for the next steps in their learning.
- There are many meaningful opportunities for children to engage in conversation with staff. Staff are highly skilled in describing what is happening and modelling language as children play. This helps to extend children's vocabulary while promoting their understanding. Children are motivated and interested as they begin to develop their own ideas.
- Children benefit from the successful communication methods used to involve parents in the nursery's experiences. Staff take every opportunity to involve parents in their child's care and learning. They regularly share ideas with parents about how they can develop their child's active learning at home.
- Children are keen and enthusiastic learners. The nursery is imaginatively and creatively organised to provide a highly stimulating environment. This helps children to explore recent learning, practise new skills, and follow their own interests.

It is not yet outstanding because:

- The systems for performance management and supervision are not fully embedded to further enrich staff practice.
- At times, staff miss opportunities to promote children's mathematical development.

What the setting needs to do to improve further

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

- build on the good systems introduced for performance management and how staff are monitored, in order to develop their skills and attributes to further enrich practice and improve outcomes for children
- make better use of opportunities to help children develop their understanding of number and quantities.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the chairperson of the committee and manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a selection of policies and procedures, including safeguarding, children's developmental records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, evidence of self-evaluation and the action plan.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The chairperson of the committee demonstrates a professional and committed attitude to meeting the legal requirements. There is an effective system in place to identify and minimise or remove any hazards. Monitoring systems introduced since the last inspection provide added assurance when staff undertake daily checks. The arrangements for safeguarding are effective. Staff are alert to the signs that may indicate a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. Annual appraisals and reviews ensure that ongoing training and suitability of staff are maintained.

Quality of teaching, learning and assessment is good

Management and staff have high expectations of what each child can achieve in their learning and development. Staff are able to check the progress children make in their learning. They highlight any gaps in children's development and clearly identify any required support or intervention. Effective joint working between staff and other professionals ensures that children who have special educational needs or disability receive excellent targeted support. All staff model the use of language. They repeat language back to younger children and ask questions. Children use construction resources to make models. Staff help them to make links between their ideas and what they should do next. Children learn to concentrate and develop their own ways of doing things. Toddlers paint and are encouraged to investigate and have a go. This helps to sustain their interest, encouraging them to think and express their thoughts and ideas.

Personal development, behaviour and welfare are good

Children thrive in the welcoming, nurturing environment provided by staff. Strong relationships enable children to feel secure and confident. This helps to reinforce children's emotional well-being. Babies have the opportunity for continuous outdoor learning. This ignites their curiosity and promotes their good health, well-being and physical skills. The outside environment allows older children to practise their skills and follow their own interests. Children fully understand the nursery's routines. They remind others of areas of the garden that they must not use. Staff skilfully adapt activities as children practise for a forthcoming sports day. This means children of all ages and stages of development understand and are motivated to take part. Pre-school children learn about personal differences as they draw people, promoting their sense of identity.

Outcomes for children are good

Children are supported to make consistently good rates of progress. Leaders have an in-depth view of the educational programmes. They monitor groups of children, including those who receive funded early education. This helps them respond to emerging needs and prioritise learning for particular groups of children. Children have confidence in their own abilities and demonstrate a 'have a go' attitude to learning. They become active and motivated learners. Children are well prepared when they move on to the next stage in their learning, including school.

Setting details

Unique reference number	EY273060
Local authority	Staffordshire
Inspection number	1053497
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	0 - 11
Total number of places	64
Number of children on roll	132
Name of registered person	Holly Lane Nursery Ltd
Registered person unique reference number	RP907577
Date of previous inspection	20 May 2016
Telephone number	01922 417256

Holly Lane Nursery was registered in 2004. The nursery employs 19 members of childcare staff. Of these, 16 staff hold relevant early years qualifications, including the manager, who holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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