

Hollingarth Day Nursery

1 Prospect Road, Barrow-in-Furness, Cumbria, LA13 9AA



Inspection date

28 October 2016

Previous inspection date

8 October 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 highly qualified management team uses its experience and knowledge to very good effect and ensure that good standards of care and education are consistently maintained. The management team leads a staff team that shares its vision and values, and together they focus on meeting the care and learning needs of every child.
- Teaching is good. Staff get to know children very well and assess what they need to learn next. Staff provide a range of interesting activities and experiences that promotes children's interests and helps them all progress well from their starting points.
- Staff are very flexible and accommodate the needs of children and their families when they start in the setting. They tailor settling-in periods to each child and ensure that the environment meets their developmental needs. This helps children feel comfortable and at home in the setting.
- Parents value the setting highly and feel very well informed about what their children do and achieve. Very good and regular communication helps parents to know exactly what they can do to promote children's learning at home.
- Children are very well supported to understand the needs of others, share, take turns and follow rules and routines. Staff consistently and gently promote positive attitudes to learning and children of all ages behave extremely well.

It is not yet outstanding because:

- Although individual children's progress is tracked very well, there is not yet sufficient focus on closely monitoring the progress of groups of children to promote their learning needs even more effectively.
- Staff do not yet make the very best use of opportunities to gather detailed information from parents about children's learning and attainment when they start in the setting.

What the setting needs to do to improve further

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

- strengthen the way that attainment is tracked and monitored for groups of children to sharply focus and target teaching and help all children make the best possible progress
- gather more detailed information from parents about children's learning and attainment to help children make the most rapid progress from the moment they start in the setting.

Inspection activities

- The inspector took a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children playing inside and outdoors, and assessed the quality of teaching and learning.
- The inspector spoke to the managers, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments, children's records, staff qualifications, training and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The learning environment is thoroughly risk assessed to reduce hazards inside and outdoors. Careful consideration is given to planning visits and outings, and children are supervised closely at all times. Staff understand their duty to protect children from harm and know what to do if they have concerns about a child's welfare or development. Children's individual progress is closely tracked. Planning is tailored to meet any gaps in learning and help is sought for children with specific needs. Staff work in effective partnership with other professionals to ensure that children get the help they need quickly. Robust systems are in place for the recruitment, induction and supervision of staff. Well qualified and experienced staff support less-qualified staff extremely well and training has a positive impact on practice.

Quality of teaching, learning and assessment is good

Staff use regular observations to make accurate assessments of children's progress and attainment. They ensure that planning provides opportunities for children to develop skills and knowledge across all areas of learning. In the baby room, children are encouraged to make choices from sensory materials and objects that interest them. Staff help children to develop physical skills and encourage them to move around with confidence, inside and outdoors. Children sing and enjoy music as part of their play. Older children test out their ideas. They make long, linked chains and measure these against equipment and objects in their room. Staff extend children's learning further by challenging them to create a chain capable of measuring the classroom door. Staff have a good understanding of when to let children become deeply focused and engaged in play and when to step in to further extend and consolidate their understanding.

Personal development, behaviour and welfare are good

Children form strong and secure emotional bonds with their key persons, who they confidently seek comfort, help and reassurance from when they need it. This helps to build children's self-esteem and a desire to try new learning experiences. Staff help children to know how to make healthy lifestyle choices. Children often spend long periods of time outside, exploring and investigating the different learning spaces and engaging with the natural world around them. Meals are balanced and nutritious and fresh water is available for children to help keep them hydrated and at their optimum for learning.

Outcomes for children are good

All children make good progress. All ages of children are confident communicators. Children show great pride in their achievements and enjoy sharing and celebrating these with staff. Children learn the skills and develop the resilience they need to cope well with the challenges of school or the next stage in their learning.

Setting details

Unique reference number	317378
Local authority	Cumbria
Inspection number	1059567
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 - 5
Total number of places	58
Number of children on roll	135
Name of registered person	Hollingarth Limited
Registered person unique reference number	RP909631
Date of previous inspection	8 October 2012
Telephone number	01229 836269

Hollingarth Day Nursery is privately owned and has been registered since 1991. The setting employs 26 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and four hold level 2. The manager and her deputy hold early years professional status. 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.

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