

Hollytree Private Day Nursery

49-53 George Street, Ravensthorpe, Dewsbury, West Yorkshire, WF13 3LL



Inspection date

24 August 2017

Previous inspection date

25 September 2013

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Not all staff have a good understanding of how to protect children from extreme views and behaviours.
- The provider's monitoring of staff's practice does not focus precisely enough on how they can raise the quality of teaching to a consistently good level.
- The provider does not monitor closely enough the systems for assessment and planning. The curriculum is not always precisely targeted to children's individual learning needs and some gaps in children's learning are not quickly addressed. Not all children make the best possible progress.
- Self-evaluation is not accurate and is not used effectively to precisely identify all areas for future development that benefit children's learning.

It has the following strengths

- Children develop their communication and language skills. They are encouraged to recall events from well-known stories and talk about their play.
- Pre-school children have visits from teachers and try on the school uniform as part of their preparation to become emotionally ready for school. The provider and staff work closely with some of the local schools to support children through times of change.
- All children have plenty of opportunities to be physically active and to play out in the fresh air. For example, babies enjoy climbing small slides with support from staff.
- Staff ratios and levels of supervision are appropriate at all times. Children play in a secure and safe environment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure all staff have a secure knowledge and understanding of the 'Prevent' duty guidance to further support children's welfare | 14/09/2017 |
| <ul style="list-style-type: none"> ■ evaluate more precisely how staff can develop their teaching skills, in order to raise the quality of teaching to an even higher level for all children | 17/11/2017 |
| <ul style="list-style-type: none"> ■ improve the monitoring of children's assessments and planning to ensure all activities are tailored precisely to children's individual needs and gaps in development are more swiftly addressed so all children make good progress. | 17/11/2017 |

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

- use self-evaluation to help identify weaknesses in the nursery more precisely to help raise outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed how well the provider monitors the quality of teaching and the impact this has on children's learning.
- The inspector spoke with staff and interacted with children during the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Jane Tucker

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know the procedures to follow if they are concerned about a child's welfare. The provider and staff have a secure understanding of the possible signs and symptoms of abuse and neglect. However, not all staff fully understand their role in protecting children from extremist views and behaviour, particularly staff who are returning to work after long absences. Staff complete training to improve their knowledge but the provider does not always target support for individual staff well enough to raise the quality of teaching to a consistently good level. The systems to evaluate the service, including teaching practice and the curriculum, are not effective in identifying all weaknesses.

Quality of teaching, learning and assessment requires improvement

Children are happy and staff provide a wide selection of activities, which helps children to learn through their play. Teaching across the nursery is variable. Children's development is not always supported by good-quality interactions that challenge children and help them to make the best possible progress. Assessments of children's progress are accurate overall, although staff working with babies do not always gain information to help them plan for children from the very start. However, where gaps are identified in children's learning, these are not always addressed quickly to ensure children make good progress in all areas. Overall, partnerships with parents are positive.

Personal development, behaviour and welfare require improvement

Children demonstrate that they feel secure as they confidently and independently explore their environment. Caring staff help children settle quickly. Children are provided with healthy, freshly prepared meals and their dietary needs are fully considered. They learn the importance of self-care routines, including brushing their teeth after food. Mealtimes are social occasions. Children sit and talk together with staff. They learn how to respect and value each other's religions and beliefs. For example, children sing a Christian and Islamic prayer before lunch.

Outcomes for children require improvement

Not all children make the best possible progress in their learning. Nevertheless, children gain basic skills that they will need for their move on to school. Children use tools and equipment that help to develop their small-muscle skills in preparation for writing. For example, they use tongs to serve their vegetables at lunchtime and dig with small spades in the garden. Children show how they can use their imagination as they explain how they have found hidden treasure in the garden. They behave well and learn to share, take turns and play cooperatively with their friends.

Setting details

| | |
|--|---|
| Unique reference number | 311248 |
| Local authority | Kirklees |
| Inspection number | 1063995 |
| 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 | 1 - 8 |
| Total number of places | 64 |
| Number of children on roll | 38 |
| Name of registered person | Donna and John Blakeway Partnership |
| Registered person unique reference number | RP906206 |
| Date of previous inspection | 25 September 2013 |
| Telephone number | 01924 493 926 |

Hollytree Private Day Nursery registered in 1989. The nursery employs ten members of childcare staff. Of these, ten hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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