

Holly Lane Day Nursery

Scout Association, Scout & Guide Headquarters, Holly Lane, Balsall Common,
COVENTRY, CV7 7EA



Inspection date

Previous inspection date

25 October 2017

30 January 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management team is extremely enthusiastic and passionate about providing the highest-quality care and learning for all children. Managers have expert knowledge and experience in helping young children learn and make the best possible progress. The provider and managers pass on this knowledge and passion to all staff, and develop their practice to the highest levels.
- Staff measure children's progress regularly and precisely. All children make excellent progress from clearly established starting points. Staff use the information they gather from detailed observations to plan sharply focused next steps in children's learning. Children are extremely well prepared for the next stages in their learning.
- Children are happy in the welcoming environment, staff meet their individual needs exceptionally well. Staff teach children to have good manners and to share the toys. Children respond extremely well to the clear boundaries staff set and are happy to share when they are asked. They play happily alongside each other and form close bonds with their key person. Children behave extremely well.
- Children develop their own learning styles and are extremely enthusiastic learners. They love to explore the wealth of toys and resources, indoors and outdoors. Children develop excellent social skills, such as when they talk to each other at mealtimes. Children demonstrate high levels of confidence in their learning and communication skills.
- Staff are exceptionally well supported to maintain their professional development and continually improve their practice. They evaluate the impact of this on children's learning and progress and always have a clear purpose in their planning and teaching.

What the setting needs to do to improve further

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

- continue to guide parents even more effectively in supporting their children's learning at home.

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 spoke with children and staff during the inspection.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager, the manager and one of the directors. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The managers and staff implement rigorous procedures to keep children safe. They update their knowledge regularly and have a thorough understanding of their responsibilities, and how to carry these out. The managers test staffs' knowledge and practice daily and ensure the premises are safe for children to use. The highly motivated staff work as a strong team to evaluate their provision very effectively. The monitoring of staffs' practice and children's progress is extremely thorough. Managers and staff work together to identify any areas for improvement and plan ways to address these quickly. They monitor the progress of all children in depth and narrow any gaps rapidly. Managers include parents' suggestions in the thorough self-evaluation process.

Quality of teaching, learning and assessment is outstanding

Staff interact purposely and effectively with children. They ask skilful, focused questions that challenge children's thinking. For example, they help children develop their mathematical thinking when they ask children to compare the sizes of vegetables. Children delight in telling staff, 'It's big!' and that they have 'more carrots'. Children count forwards and backwards, as they transfer the vegetables from a pan into a colander. Staff take every opportunity to develop children's language and vocabulary to high levels, and encourage them to talk about their experiences. For example, children talk animatedly about how they like to have baths or showers, as they relate this to a story about a pig having a bath. Managers have identified the need to guide parents even further in understanding how their children learn through play, to help them support their children's next steps more effectively at home.

Personal development, behaviour and welfare are outstanding

Staff give the utmost priority to children's comfort and well-being. They adapt children's routines, so that they can sleep when and where they need to. They ensure children have their comfort toys as they sleep, and that their key person remains with them to help them settle. If there are staff changes and children need to be allocated a new key person, staff always ensure this is someone children know very well so they feel secure. Children have daily fresh air and exercise, staff take them on many trips around the local area where they have space to run about and explore the environment. For example, they are tremendously excited at finding 'autumn treasure' on a walk across the fields. Children gain excellent early independence in putting on their outdoor clothes and using cutlery. Very young children make independent choices in their food and activities.

Outcomes for children are outstanding

Children are very busy and engaged in the varied activities with the exciting resources. They develop their physical skills extremely well, and use a wide range of equipment. They take controlled risks, such as when they go down a small slide head first to land on a soft surface. Children gain high levels of self-esteem and they are praised and encouraged by staff. They make rapid progress from their starting points.

Setting details

Unique reference number	EY431865
Local authority	Solihull
Inspection number	1102340
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	27
Number of children on roll	27
Name of registered person	Pathways Nurseries and Childcare Centres Limited
Registered person unique reference number	RP905164
Date of previous inspection	30 January 2014
Telephone number	01676 532886

Holly Lane Day Nursery registered in 2012. The nursery is part of a group of four other nurseries in the local area. The provider employs eight members of childcare staff. The provider holds qualified teacher status and early years professional status. Of the remaining staff, one member of staff holds an appropriate early years qualification at level 6, and six staff hold qualifications at levels 2 to 4. 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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