

Holwell Nursery School

Crouch Lane, Holwell, Sherborne, Dorset, DT9 5LP



Inspection date

7 November 2017

Previous inspection date

21 November 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The manager does not ensure that staff consistently promote the babies' good health, so that floors are clean, and their clothing is protected at mealtimes and when outdoors.
- Staff sometimes ask young children too many questions, and do not give them enough time to think and respond before they ask more.
- Staff occasionally miss opportunities to extend the older children to sort items into groups and find out which has the most or least.

It has the following strengths

- The management team provides good role models so the quality of teaching continually improves. Staff have good opportunities to develop their skills through training, and are increasing the open-ended resources for children to develop their ideas.
- Staff organise the premises and resources well for children to make independent choices and lead their play. For example, older children investigate what will stick to a magnet and young children discover how things look different through a magnifying glass.
- Good partnerships with parents ensure consistent learning for children. Staff seek information on children's starting points, to plan effectively for their individual needs. Parents comment positively on the constant exchange of information. All children make good progress in their learning and development.
- Older children are confident communicators. Staff engage them in discussions about their interests. They extend children's use of correct vocabulary and spark their imagination, such as naming dinosaurs and what they might eat.

What the setting needs to do to improve further

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

Due Date

- take all necessary measures to promote the good health of babies, with particular regard to the cleanliness of floors, protecting their clothing when they eat meals, and from the weather when they go outdoors. 30/11/2017

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

- give older toddlers enough time to think and respond to questions
- help the most able children to develop their understanding of sorting and understanding groups of numbers.

Inspection activities

- The inspector observed activities and the quality of teaching in all the rooms and outdoors.
- The inspector spoke to staff, parents and children and took account of the provider's self-evaluation.
- The inspector held a meeting with the chair of the committee and the manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The staff and manager know what to do if a child is at risk of harm. They check the safety of resources and supervise children using equipment, such as the climbing frame. However, although the manager has carried out a review of health and safety, she does not ensure that staff follow good procedures to protect babies' health consistently. The manager involves staff, parents and the committee in evaluating their practice. The management team is currently developing the outside area and have plans to change the rooms to give pre-school children opportunities to choose whether to play indoors or outdoors. The manager monitors children's overall development well and identifies where they need additional support. They use funding effectively to help children catch up, such as buying resources to encourage children's speech.

Quality of teaching, learning and assessment is good

Staff provide positive support to help all children in their learning and development. Staff make good use of books to engage young children in their listening skills and to help older children understand they can use them for information as well. For instance, toddlers were eager to use the resources and anticipated what happens next in a favourite story, and older children compared similarities and differences of dinosaurs. Staff plan good opportunities for babies to explore a wide range of sensory experiences, such as gel, sand and natural resources. Staff help children to persevere with tasks, manage independently and consider ways to resolve any problems they encounter.

Personal development, behaviour and welfare require improvement

Staff work closely with parents to know babies' routines and adapt them daily to meet their needs. However, they do not consistently follow good procedures to protect and promote babies' good health. For example, the floor was not cleaned thoroughly after lunch and adults wore outdoor shoes, transferring dirt where babies crawl. They do not protect babies' clothes when they are eating and drinking, and did not change them until it was pointed out. When they transferred babies to the main room, they walked them slowly in the rain without coats or protection, until the manager came to help them. Nevertheless, staff follow effective nappy-changing procedures, and older children develop good hygiene practices. Staff support children's emotional development well, helping toddlers to understand about changes in their routine. Children are happy, settled and confident. They behave well and learn to manage their feelings effectively.

Outcomes for children are good

Children develop the skills and positive attitude to learning that prepare them well for their next stage of development and school. Children of all ages engage in role play. For example, toddlers dressed their dolls, developing their physical skills and awareness of sizes. Older children acted out familiar situations and played together, each taking on a role and making suggestions. Older children find their name card among others and use it to help them write their name on their picture, forming the correct letters. Children become independent in their self-care skills. All children have strong relationships with staff and each other.

Setting details

Unique reference number	139383
Local authority	Dorset
Inspection number	1070306
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 - 4
Total number of places	46
Number of children on roll	44
Name of registered person	Holwell Nursery School Committee
Registered person unique reference number	RP907709
Date of previous inspection	21 November 2014
Telephone number	01963 23368

Holwell Nursery School registered in 1993 and is run by a committee. The nursery operates from the old village school building situated in the village of Holwell, near Sherborne, Dorset. The nursery receives funding to provide free early education for children aged two, three and four years. It is open each weekday from 8am to 5.30pm for 50 weeks of the year, closing for two weeks at Christmas. It also runs a holiday club which operates each weekday from 8am to 5.30pm during the school holidays. There are 10 staff who work with the children, including the manager. The manager is qualified to level 5, one member of staff holds a qualification at level 4 and seven members of staff are qualified to level 3.

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