

Inspection date

21 February 2018

Previous inspection date

2 April 2014

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff and senior management team work well together and share the same vision for the nursery. They regularly evaluate the service they provide and have a high awareness of strengths and key areas they would like to develop in the future.
- The quality of teaching is good. Staff plan activities which support children's natural interests while engaging them in a broad range of learning opportunities as they develop new skills. Children make good progress in their learning and development.
- Children who have special educational needs and/or disabilities are supported extremely well. Children are supported by passionate and knowledgeable staff who work closely with a wide range of professionals to support children's individual needs.
- The key-person system is good and children have built strong attachments with staff. Staff are knowledgeable about the needs of children and work closely with parents to provide a consistency of care. Children are extremely settled and happy.
- Children's behaviour is exemplary. Staff are positive role models and consistently support children to use good manners, share resources and consider the needs of others. Children enjoy being part of daily routines and have high levels of confidence.

It is not yet outstanding because:

- The management team does not fully analyse assessment data to give a broader knowledge of common gaps in learning throughout the nursery.
- Staff do not provide children with enough language opportunities to consider questions and think things through independently, before formulating a response.

What the setting needs to do to improve further

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

- strengthen processes for tracking children's progress so that information is collated on wider groups of children, to better inform processes of assessment.
- provide children with greater opportunities to think through problems, consider questions and formulate a response.

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 staff, children, parents, support officers from the local authority, managers and senior managers during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, training records and processes for evaluating the nursery provision.
- The inspector spoke with parents during the inspection and took account of the views of parents through written feedback comments.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures they must follow if they have concerns with a child's welfare and are vigilant in their practice. For example, they check the identity of visitors to the nursery prior to entry. Staff receive comprehensive support from leaders and managers who are fully committed to providing professional development for their team. For example, managers support staff through inductions, discuss practice during supervision meetings and offer regular staff meetings with a strong training element. Training is targeted and has a positive impact on children. For example, staff have recently attended training on promoting positive behaviour. Children's individual progress is tracked and any gaps are identified. Purposeful partnerships are in place with other professionals. For example, staff invite school teachers into the nursery and attend moderation meetings together to identify how children are progressing.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children to identify their development stage. They plan activities which excite children to learn and are appropriate for their age and stage of development. For example, babies thoroughly enjoy painting using small cars wheeled through paint, toddlers relish listening to familiar tales and using props to retell the story and pre-school children sing songs and play games to support early awareness of phonics and literacy. Staff consider how they can reshape and extend children's learning as they acquire new skills. For example, children work together in the outdoor area and use a variety of leaves, sticks and mud to make pretend soup. Parents are fully involved in children's learning and assessment. They share achievements from home, attend stay-and-play sessions and use a variety of home learning bags to complement children's learning.

Personal development, behaviour and welfare are outstanding

The nursery is very warm and welcoming. Parents are extremely complimentary about the care their children receive and comment that the attention given to children's well-being is superb. Staff have an excellent understanding of children's care needs and place children's well-being as their utmost priority. Staff value the opinion of children to inform planned activities and children's self-esteem is consistently high. Children listen carefully to staff and their behaviour is exemplary. Children understand the wider world through imaginative experiences. For example, they visit local shops to buy ingredients for cooking activities, taste food from other countries as they celebrate festivals from around the world and have the opportunity to attend French classes.

Outcomes for children are good

All children are progressing well from their individual starting points. They enjoy exploring resources, leading their own play and are active and motivated learners. Children are confident communicators and have a positive attitude to learning. They are well prepared with the key skills they will need for future learning.

Setting details

Unique reference number	EY428579
Local authority	Kirklees
Inspection number	1102324
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	56
Number of children on roll	104
Name of registered person	Portland Nurseries Limited
Registered person unique reference number	RP903520
Date of previous inspection	2 April 2014
Telephone number	01484429464

Holly Bank Nursery registered in 2001. The nursery employs 12 members of childcare staff. Of these, one member of staff is unqualified, two hold recognised early years qualifications at level 2, five hold qualifications at level 3, three hold qualifications at level 6 and one member of staff holds early years teacher status. The nursery opens from Monday to Friday, all year round from 7.30am until 6pm, except for bank holidays.

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