

Holly Lodge Nursery

Holly Lodge Family Centre, Oakeshott Avenue, Highgate, London, N6 6ED



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| Inspection date | 7 March 2018 |
| Previous inspection date | 17 December 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The newly appointed manager is experienced and has a comprehensive knowledge of the requirements of the early years foundation stage. She leads a dedicated staff team that works hard to provide good-quality learning opportunities for children. The quality of teaching is consistently good.
- Staff are vigilant about children's safety. They undertake regular checks of the environment to help ensure it remains a safe place for children.
- Parents comment that they are very pleased with the progress their children make, particularly in developing their communication and social skills. Parents receive information about their children's next steps, along with suggestions on how they can support their children's learning at home.
- Staff teach children the importance of a healthy lifestyle effectively. Children enjoy and learn about the benefits of daily exercise and fresh air. A dedicated cook provides a good range of nutritious snacks and meals that children clearly enjoy.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- Some staff do not consistently give children time to develop their own ideas, as at times, they over-direct activities.

What the setting needs to do to improve further

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

- use the information gained from monitoring individual children to determine whether there are any differences in the progress of different groups of children
- give children time to develop their own ideas independently.

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 carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the nursery manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records and she discussed the nursery's self-evaluation document with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good knowledge of child protection and safeguarding issues. They know the possible signs and symptoms of abuse and neglect. Supervision meetings take place and regular opportunities are provided for staff to extend their knowledge of child development and acquire new skills to improve outcomes for children. The manager has robust procedures to help ensure the safe recruitment and ongoing suitability of staff. The staff clearly record children's attendance and follow up absences with parents. The manager's regular reflection on the service provided includes the views of children, parents and staff. She has effective systems to maintain a two-way flow of information with other provisions that children may attend.

Quality of teaching, learning and assessment is good

Children have opportunities to play with a wide range of toys and stimulating resources. Overall, staff use their strong teaching skills to help children to make good progress in their learning. Staff are mindful of children's next steps in learning and skilfully weave these into children's play. They help children to develop their mathematical skills. For example, they ask children to count the cups during water play and help them to calculate how many more they need for those taking part. During pretend play children enjoy using weighing scales. They demonstrate their mathematical understanding as they describe how the food items are 'heavy' and 'lighter'. Children are supported to recognise colours, shapes and patterns during their play. Staff respond to babies' babbles to help them to learn that their sounds are important and valued by those who care for them.

Personal development, behaviour and welfare are good

Children demonstrate that they enjoy attending this warm and inviting nursery. Well-organised, settling-in sessions help to support children's emotional well-being and to promote children's and parents' confidence at a time of change. Children demonstrate high levels of confidence as they make independent choices about what they would like to play with. Children behave very well and use good manners. Staff help children to learn to keep themselves safe. For example, they understand why they must be careful when using scissors during art and craft activities. Children learn to be independent and to do things for themselves. For example, they can put on their coats and shoes.

Outcomes for children are good

All children make good progress from their individual starting points. They are motivated and eager and develop a positive attitude towards learning. Children are confident communicators and they learn valuable listening and recall skills. Children are beginning to recognise and write some letters of their name. They use their imaginations well, such as when they act out different roles during pretend play. Children are developing essential key skills that will help to prepare them for later, more formal learning.

Setting details

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| Unique reference number | EY477571 |
| Local authority | Camden |
| Inspection number | 1105833 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 3 |
| Total number of places | 22 |
| Number of children on roll | 18 |
| Name of registered person | Queen's Crescent Community Association |
| Registered person unique reference number | RP521544 |
| Date of previous inspection | 17 December 2014 |
| Telephone number | 0208 347 9500 |

Holly Lodge Nursery is part of Queen's Crescent Community Association and registered in 2014. The nursery is open from 8am to 6pm during term time only. The nursery provides funded early years education for two-, three- and four-year-old children. There are six members of staff who work with the children. Of these, four hold a childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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