

Hollygrove Nursery School

The Scout Hall, South Road, Hampton, Middlesex, TW12 3PE



Inspection date

26 March 2018

Previous inspection date

10 September 2015

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 manager has a good understanding of the early years foundation stage learning and development. Children make good progress from their starting points and staff identify and plan for their next steps in learning well.
- The manager gives parents good opportunities to give their views and feedback. Positive changes have been made, such as giving parents more opportunities to contribute to their children's learning. For example, parents feed back what their children have learned at home, such as learning to swim and starting to ride a pedal bicycle.
- Staff have good teaching skills. They assess children's progress from their starting points and plan worthwhile experiences which engage them and meet their needs.
- Staff have good relationships with the children in their care. Children's emotional and physical well-being is looked after well.
- Staff provide a welcoming and calm environment. Parents and grandparents agree on this and report their children settle well and enjoy regularly attending the pre-school.

It is not yet outstanding because:

- Staff have not fully embedded systems to support them in the monitoring of groups, to help them tackle gaps in some aspects of learning.
- Staff do not consistently reflect older children's performance in mathematics accurately in their learning records, to demonstrate the achievements they attain prior to going to school.

What the setting needs to do to improve further

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

- strengthen the new tracking system to help staff evaluate more accurately the performance of the different groups in the setting
- make sure staff reflect older children's mathematical achievements accurately to clearly demonstrate children's achievements in readiness for school.

Inspection activities

- The inspector spoke with staff, children and parents throughout the session.
- The inspector observed the quality of teaching and support for children's learning during activities inside and outside.
- The inspector checked how well staff understand how to keep children safe from harm.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at a number of documents, including children's learning journals, first-aid certificates, qualifications, accident reports and attendance records.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff evaluate the provision well. They identify where to make changes that will benefit children and areas requiring further development. Safeguarding is effective. Robust recruitment procedures are implemented. The manager ensures staff have regular training, and that they know how to report any concerns they may have for a child, to protect their welfare. Staff have professional development opportunities. For example, training has helped them to consider different ways younger children learn and adjust their teaching, and use the relevant resources, to support them. The manager has developed a professional relationship with some external agencies. They work together to develop additional support for children who may need it.

Quality of teaching, learning and assessment is good

Staff are good role models and foster a sense of curiosity in the children to help support them in their learning. They plan a good range of activities that supports children of all ages towards the next steps in their learning. For example, staff help some of the older children to extend their knowledge of numbers as they add and subtract numbers during a game. Younger children are encouraged to learn about the world around them. For example, a child investigates whether magnetic letters attach themselves to materials other than metal. Staff encourage children's independence in their play and help them solve problems. For example, children attempt to work out how they can make the balls go faster or slower down some plastic pipes, and how to collect them and keep them together.

Personal development, behaviour and welfare are good

Staff and children develop strong relationships. This helps children settle well and quickly. Staff encourage children's independence and plan good opportunities for them to take risks. For example, children carefully move heavy logs by themselves looking for insects and scream with delight when they find different types such as spiders and slugs. Children behave well throughout the provision. They have good social skills. Older children support younger children in their learning, such as when reading books together or sharing resources. Children respond well to the staff during their learning and praise is used effectively. They assist in the routines of the provision, helping to tidy up, getting ready for snack time and assisting to cut the fruit and vegetables for other children's snacks.

Outcomes for children are good

Children make good progress from their starting points, within the range typical for their development. Younger children extend their speech and understanding well. For example, they respond to staff's comments and questions as they interact with them. Older children create and explore using construction materials to make objects of various sizes, colours and shapes. They are developing a wide range of vocabulary which will support and prepare them in readiness for school.

Setting details

Unique reference number	EY374236
Local authority	Richmond upon Thames
Inspection number	1130186
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	30
Name of registered person	Emma Samantha Allen
Registered person unique reference number	RP515144
Date of previous inspection	10 September 2015
Telephone number	0208 9411022

Hollygrove Nursery School registered in 1993 and operates from a Scout hall in the London Borough of Richmond upon Thames. The nursery school is open Monday to Friday from 9am to 12.30pm, during school term times only. There are four full-time staff. Of these, one holds qualified teacher status and two have early years qualifications at level 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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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