

# Holly Trees Day Nursery

Holly Trees Children's Centre, St Stephens C Of E First School, Mabey Avenue,  
Redditch, B98 8HW



## Inspection date

Previous inspection date

9 April 2018

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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 standard of care is outstanding, especially for the youngest children. Staff working with babies have a detailed knowledge of how to meet the needs of young children to help them thrive. They make expert use of the knowledge gained from specific courses they have attended on caring for babies.
- Children learn skills beyond those expected for their age and stage of development. This helps to prepare them exceptionally well for the next stage in their learning, including for school. For example, two-year-olds can concentrate on an activity without distraction for significantly long periods of time..
- Teaching is highly effective. Staff expertly adapt their teaching to meet the needs of all children, including those who speak English as an additional language. This helps these children make very rapid progress from their starting points and to quickly grasp and use English to communicate.
- The nursery management team is very strong. Successful leaders scrutinise all aspects of practice to help provide outstanding care and teaching experiences. They give staff supervision and professional development their utmost priority. This has a significantly positive impact on the quality of staff practice.
- Managers significantly enhance children's welfare through their conscientious approach to working with other professionals to help keep children safe.

## What the setting needs to do to improve further

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

- extend the successful monitoring of groups of children's learning to help accelerate their outstanding progress even further and to monitor the impact this has on children's outcomes.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning. He completed a joint observation with the manager and deputy.
- The inspector spoke with parents and children during the inspection and took account of their views.
- The inspector held a meeting with the provider, manager and deputy. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with key persons about children's progress, the arrangements for children sleeping, safeguarding and care routines.
- The inspector had a tour of the premises and checked the procedures for assessing risks.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers' meticulous monitoring of children's progress helps to reduce any differences in learning rapidly. For example, they have successfully identified ways to accelerate children's outstanding mathematical development even further. Managers have identified ways to build on their highly successful monitoring to include other groups of children, such as different cohorts of children due to start school, although they have not started to do so yet. Safeguarding is effective. Staff are exceptionally vigilant in identifying any possible signs of abuse. Managers help to maintain staff's first-rate knowledge of safeguarding through a variety of professional development methods. Key persons supporting those children who have special educational needs and/or disabilities go above and beyond to coordinate and work with parents and other professionals. This helps to promote a fully integrated approach to meeting children's needs and to close any gaps in their learning rapidly.

### Quality of teaching, learning and assessment is outstanding

Staff are highly successful in engaging all parents in their children's learning. Parents are extremely positive about events staff organise. At these events, they can observe their children's learning and get ideas and resources from staff to enable them to guide their children's learning at home. Staff working with the oldest children have an exceptionally strong focus on preparing them for school. They teach the oldest children outstanding literacy skills, such as reading sounds of words and blending them together to help them to read aloud. Staff have an in-depth knowledge of each child's learning needs and plan exceptionally interesting activities to support these. For example, in the toddler room, staff facilitated a sand play activity that fully captivated children's interest. Toddlers used their vivid imaginations to build stories using the resources, such as rescuing pretend people trapped in the sand using a toy bone as a key.

### Personal development, behaviour and welfare are outstanding

Staff follow robust procedures to promote exceptionally high standards of health, welfare and well-being for each child. They provide babies with superb opportunities to explore their environment, inside and outside. In the garden, babies use the equipment available to help them quickly learn how to climb and jump. This helps to promote their outstanding physical development. Staff work exceptionally closely with parents to help promote a strong continuity of care between home and the nursery. They follow parents' preferences on how to care for their children. For example, some parents choose for their children to sleep outside undercover and staff provide highly suitable provision to enable this request.

### Outcomes for children are outstanding

All children make outstanding progress. Babies understand boundaries and can follow simple rules as they develop excellent personal and social skills. Toddlers make rapid progress in mathematics, such as being able to order three items by height. Older children

have an increasingly strong understanding of the world. They can compare and recognise the difference between the seeds of carrots and potatoes as they plant them.

## Setting details

<b>Unique reference number</b>	EY501644
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1133793
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	64
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Holly Trees Day Nursery Ltd
<b>Registered person unique reference number</b>	RP910131
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01527 591739

Holly Trees Day Nursery registered in 2016. It is run by a private provider, who also operates other settings. The nursery opens from 8am to 6pm, Monday to Friday, all year round, except during bank holidays and for one week at Christmas. The nursery also offers before- and after-school care. The pre-school and after-school club operates from the site of the host school, during term times. There are 19 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including one member of staff with qualified teacher status. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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