

Hollin Nursery

Hollin Children's Centre, Tintern Road, Middleton, Manchester, M24 6JP



Inspection date	22 June 2018
Previous inspection date	25 October 2013

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 committed management team uses self-evaluation systems effectively. They accurately identify areas to improve and act swiftly to continue to raise the quality of provision. They seek the views of parents, children and local authority advisers.
- The nursery works well with local schools. Teachers visit the nursery to meet children and share information with the key-person. Staff develop exciting activities to prepare children for the move to school.
- Children develop good mathematical skills. Staff model mathematical language to children, such as 'full', 'empty' and 'higher'. Babies say number names during play and use the language of size, such as 'Big one'.
- Children are confident, happy and settle quickly. They form close bonds with kind and caring staff who know them well. Children receive individual care and support, based on their needs and abilities, helping them to feel safe and secure.
- Partnerships with parents are good. Parents spoken to at the inspection describe how they enjoy sharing information about their children's experiences. From this, staff develop activities to further extend children's learning.

It is not yet outstanding because:

- Staff do not always provide opportunities to promote children's independence further.
- Staff do not always allow children enough time to think and express their own ideas and thoughts, to further promote their deep thinking skills.

What the setting needs to do to improve further

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

- enhance opportunities that promote children's independence
- allow children more time to think and respond, to support them to express their own ideas and thoughts to promote their deep thinking skills.

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 and children during the inspection.
- The inspector took into account the views of parents through discussion and documentation.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at a range of documentation, including staff suitability, incident and accident logs and the provider's responses.

Inspector

Lauren Blythe

Inspection findings

Effectiveness of the leadership and management is good

The dedicated management team is committed and works hard to support a team that works very well together. The management team uses its skills and expertise to coach, mentor and guide staff, and completes regular supervision meetings to manage their performance. The individual training needs of staff are identified to help ensure that the already good quality of their teaching continues to improve. Safeguarding is effective. Staff attend mandatory training to keep their knowledge up to date. They have a sound understanding of what to do if they are concerned about a child's well-being or welfare. Robust recruitment procedures are thorough and staff are suitable and well qualified to work with children. Risk assessments are in place and children safely explore their suitable and stimulating learning areas. Staff have appropriate first-aid qualifications to deal with any accidents or injuries, which are recorded and monitored well.

Quality of teaching, learning and assessment is good

The quality of teaching is good and at times better than good. The enthusiastic staff get to know each child well and plan the environment to stimulate their interest and curiosity. Staff skilfully host interesting activities in the woodland area of the garden. They capture children's curiosity and promote their imaginations. Children act out roles from their favourite stories and hunt for bears. As a result, they become confident and motivated learners. Staff demonstrate a sound understanding of how to support children's communication and language development. Babies excitedly copy as adults model actions while they sing nursery rhymes. Staff support children who speak English as an additional language very well. They model new words and use visual cards to support children through daily routines and activities.

Personal development, behaviour and welfare are good

Staff are good role models and use consistent and positive strategies to promote children's good behaviour. Children are kind and caring towards each other. They make friends easily and play cooperatively together. Babies make sounds as they play with toy dinosaurs. They laugh as staff copy their sounds and model new play skills. As a result, children develop strong relationships with their key person. Children develop good physical skills in the well-organised garden. Two-year-old children shout, 'Ready, steady, go' before using muscles in their arms to throw different sized balls. Older children use good hand-to-eye coordination to make marks with chalks. Children learn to take safe risks on the climbing frame. They are provided with healthy meals.

Outcomes for children are good

Children make good progress from their starting points and develop good foundations for future learning. Older children have access to focused learning sessions, such as having the opportunity to work in small groups to improve their early literacy skills. Older children learn to link sounds to letters. They develop good pencil control and learn to write their names. This promotes children's skills for the next stage in their learning, such as school.

Setting details

Unique reference number	EY294443
Local authority	Rochdale
Inspection number	1064645
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	29
Number of children on roll	44
Name of registered person	Hollin Nursery Community Interest Company
Registered person unique reference number	RP535306
Date of previous inspection	25 October 2013
Telephone number	0161 655 4429

Hollin Nursery registered in 2005. The nursery is open Monday to Friday from 7.45am to 5.45pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including the manager who holds level 4.

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