

# The Learning Journey Day Nursery Holly Hall

Dudley Borough Walk In Centre, 174 Stourbridge Road, Dudley DY1 2ER



## Inspection date

24 October 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- The management team reflects on the progress of individual and specific groups of children across all areas of their learning. Any gaps in children's learning are identified and set as a focus to ensure all children make good progress.
- The management team ensures that all staff receive regular one-to-one confidential meetings. During such times, staff discuss their continued suitability, their key children, training needs and anything that may be concerning them. The manager observes staff teaching practice regularly. This helps to ensure that teaching has a positive impact on all children's learning.
- The key-person procedures are strong. For example, key persons seek information from parents about what their child already knows and can do from the outset. They keep parents updated about their child's progress and talk to them about how best they can promote their child's learning at home.
- There are positive relationships between the staff and other providers, including the local schools. This helps to ensure there is consistency for children's care and learning.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.
- Children are not consistently able to choose the outdoor equipment they want to play with during self-initiated play times.

## What the setting needs to do to improve further

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

- encourage children who speak English as an additional language to use their home language during their play even more
- promote children's independent choice about what they want to play with during their self-initiated play times in the outdoors.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed a joint observation with the provider.
- The inspectors held a meeting with the nursery manager and the provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents and took account of their views.

#### Inspectors

Mary Henderson

Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management and staff keep their child protection training updated. They know whom to inform should they have any concerns about a child in their care. The management team ensures that any possible hazards are minimised or removed. This, good deployment and high levels of adult-to-child ratio, help to keep children safe. All staff have recently attended in-house training on how to best organise the environment to help children to develop and learn successfully. They have altered the room layout to allow children to choose and select toys and natural materials that interest them from the low-level shelves. The management team includes the views of the staff, parents and children in the self-evaluation processes. This helps to identify targets for further improvement that will benefit all children on roll. Staff ensure that parents know how to access the policies and procedures at any time.

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

Staff provide sensory experiences for babies. They encourage babies to push their fingers through gloopy paint and demonstrate for them how to make marks on paper. Staff provide a range of activities that helps toddlers to identify colour and begin to count. For example, they encourage toddlers to find the purple beanbags and count them as they throw them onto the matching coloured mat. Staff support toddlers to make dough as they use tools to mix flour and water. They use questioning to help toddlers describe what the dough feels like and encourage them to work things out for themselves. Staff in the pre-school room make sure that circle time provides children with regular opportunities to listen, speak about themselves and express their feelings. During such activities, staff encourage children to increase their knowledge of numbers, the days of the week and the months of the year.

### Personal development, behaviour and welfare are good

Staff are warm, caring and responsive and use meaningful praise with children throughout the day. This helps children to settle in quickly, to behave well and to develop close emotional attachments. Children take manageable risks in their play. For example, they regularly practise their climbing and balancing skills. Children enjoy chase games with their friends. Staff provide a range of healthy meals and snacks that meets with children's requirements and parents' preferences. This helps to promote children's growing awareness about a healthy lifestyle.

### Outcomes for children are good

All children make good progress. Babies and toddlers have fun as they join in with songs and rhymes. Older children develop their imagination as they play at the mud kitchen. Here, they investigate and use soil and leaves to mix their own concoctions. All children develop their interest in books. They sit, listen and join in with their favourite stories. All children learn about similarities and differences between themselves and others in the local and wider community. They develop the skills they need in readiness for the next phase in their learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY547576
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10081864
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	The Learning Journey Day Nursery Limited
<b>Registered person unique reference number</b>	RP533239
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07872835644

The Learning Journey Day Nursery Holly Hall registered in 2017. The nursery operates in Dudley and is one of two provisions owned by a private provider. It employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications. Four of these are at level 6, a further nine are at level 3 and one is at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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