

Holly Lane Nursery

Holly Lane, Great Wyrley, Walsall WS6 6AQ



Inspection date	4 March 2019
Previous inspection date	6 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The manager supervises staff well and offers them valuable guidance and coaching to help improve their practice. For example, recent training has helped staff to extend further their good understanding of supporting children to manage their feelings and behaviour successfully.
- Staff support children's communication and language development skilfully. Younger children respond to sign language and experiment with animal sounds. They have a good level of understanding and follow simple instructions confidently. Older children express their ideas clearly and engage in lively discussions. They listen carefully to others and ask questions.
- Staff provide children with a stimulating learning environment both indoors and outdoors. This motivates children well to play, explore and make new discoveries. Pre-school children work well as a team to build with large-scale construction equipment. They enjoy building dens and shovel sand to act as cement between bricks.
- Children make good progress in their learning and gain a wide range of useful skills that prepare them well for their future learning and move to school.
- Staff working in the pre-school areas question children skilfully and successfully challenge their thinking. For example, children confidently explore their ideas about what babies can and cannot do, and how they change as they grow.
- Staff support children's emotional security well. They effectively support children as they transition to different rooms at the nursery. Babies quickly form close bonds with the nurturing staff and are happy and secure.
- At times, staff do not fully extend the learning opportunities for babies to help them make the best possible progress.
- Staff working with toddlers sometimes follow routines too strictly and do not identify when to adapt these to further support children's interests.

What the setting needs to do to improve further

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

- increase even further the level of challenge provided to babies to help them make the best possible progress
- recognise when to adapt routines and activities to further support children's individual interests.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the current guidelines and procedures to follow should they have a concern about a child's welfare. They develop strong partnerships with parents and other professionals to ensure that children's progress is well supported. Staff work closely with the on-site school to successfully support children who transition to the Reception class. The manager monitors the quality of teaching and learning closely and takes effective action to improve even further the outcomes for children. She makes good use of additional funding and ensures it is allocated to have a positive impact on children. The manager reflects carefully on the provision and effectively identifies aspects of the nursery that she wants to develop further.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn and monitor children's progress closely. They make regular observations of children and successfully help them to move them on to their next stage in learning. Children with special educational needs and/or disabilities receive good support. This helps children to make good progress from their starting points. Staff provide a good range of activities to help children practise their physical skills. Older children concentrate as they use kitchen tongs to collect objects buried in sand. Younger children join in with action songs and enjoy dancing with scarves. Staff provide children with a good range of experiences to explore their creative ideas. Pre-school children enthusiastically talk about the aliens that have landed in their room. They explore the effects as they mix together different coloured paints.

Personal development, behaviour and welfare are good

Staff are positive role models and manage children's behaviour well. Children have a clear understanding of rules and what is expected from them. They develop good social skills and play together harmoniously. Staff prioritise children's independence and provide many opportunities for them to manage their own needs. They complete everyday tasks for themselves, including serving their own meals and snacks and helping to tidy up. Children learn about making healthy food choices and enjoy nutritious balanced diet. They explore the effects that exercise has on their body and the importance of staying hydrated. Children gain an awareness of diversity and communities beyond their immediate experience.

Outcomes for children are good

Children have a positive approach to learning and make connections with their previous experiences. For example, they know that the sun will help their artwork to dry. Children develop a good understanding of the world, for example they observe frogs and mini-beasts in their natural habitats. Babies enjoy exploring the effects of the wind. They squeal with delight as they watch a windmill spin around in the breeze. Children progress well with their literacy and mathematical understanding. Pre-school children give meaning to their writing and learn about letters and their sounds. They learn to count and gain an understanding of quantity.

Setting details

Unique reference number	EY273060
Local authority	Staffordshire
Inspection number	10073285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	84
Name of registered person	Holly Lane Nursery Ltd
Registered person unique reference number	RP907577
Date of previous inspection	6 July 2016
Telephone number	01922 417256

Holly Lane Nursery registered in 2004. The nursery employs 15 members of childcare staff, all of whom hold relevant early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery receives funding to provide early education for two-, three- and four-year-old children.

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