

Holcombe Brook School Nursery Ltd

Holcombe Brook CP School, Longsight Road, Ramsbottom, Bury,
Lancashire BL0 9TA



Inspection date	24 April 2019
Previous inspection date	4 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has not informed Ofsted that there has been a change of manager and nominated person at the nursery. This is a breach of requirements. However, this does not have a significant impact on the children's safety and well-being as suitability checks have been conducted.

It has the following strengths

- The manager is well supported by the nursery committee, staff, parents and the local authority adviser. She evaluates the nursery and makes continual improvements that benefit children. Staff evaluate their practice and identify areas for development.
- Staff know children well and are attentive to their needs. They use children's interests to plan exciting activities. Staff use observation and assessment well. Identified gaps in children's development are swiftly targeted.
- The enthusiastic and knowledgeable staff provide excellent support for children with special educational needs and/or disabilities (SEND). Strong partnerships between parents and external agencies support children with SEND to make good progress from their individual starting points.
- Staff are attentive and nurturing, and form close bonds with the children. Children are happy, secure and ready to learn.
- Partnerships with parents are strong. Staff share information about children's development and suggest ideas for parents to support children's learning at home. Parents are very complimentary about the care their children receive.
- Children make good progress and gain a secure foundation for school. They have good social skills and play together harmoniously.

What the setting needs to do to improve further

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

- extend the range of experiences for children to share aspects of their backgrounds, home cultures and languages, to promote a better understanding of their similarities and differences
- build on the partnerships with schools that children will attend, in order to support children's transitions even further.

Inspection activities

- The inspector held a meeting with the manager. She looked at documentation, such as children's development records, a sample of policies and procedures, processes of assessment and the suitability of staff.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and the manager during the inspection.
- The inspector spoke to a number of parents during the inspection to take account of their views.

Inspector

Alexandra Chiorando

Inspection findings

Effectiveness of leadership and management requires improvement

The provider does not have a clear understanding of the changes that must be notified to Ofsted. They have not communicated that there is a new manager and registered individual in place. However, the provider does carry out satisfactory recruitment checks to make sure that all staff, including the manager, are suitable for their role.

Safeguarding is effective. Staff have a thorough knowledge of the signs that indicate children may be at risk. They know the procedures to follow if they have concerns. Staff discuss and monitor the effectiveness of the nursery well and hold regular meetings to evaluate their progress. There is a regular timetable of staff supervision and appraisal. This gives opportunities for professional development that are relevant and targeted for individual staff members. Staff monitor children's progress to identify any gaps in their learning and help them make the best possible progress. Staff form effective partnerships with a range of professionals and other providers. This ensures consistent care and support for children.

Quality of teaching, learning and assessment is good

Staff plan a wide range of activities based on children's interests. Children enthusiastically access resources and instigate their own play. Staff are superb at creating opportunities for developing children's imaginative skills. For example, children use tyres and planks to make a bus. They make fire engines out of boxes and use sticks as wands to cast magic spells on their friends. Staff promote mathematics at every opportunity. For example, children count the fruit they eat at snack time, find shapes in the environment and measure things during their play. Staff offer a wide range of tools for children to develop their hand control. For instance, children enjoy moulding, scooping and digging in the sand. Staff support children's communication skills very well. For example, they encourage younger children to name the images they can see as they share storybooks. When playing, they model the correct pronunciation of words to develop children's understanding.

Personal development, behaviour and welfare are good

Children enjoy their time at the nursery and explore their surroundings with interest. Staff are good role models and promote respect and tolerance towards others. Children's behaviour is very good. Staff have established good routines to support children's independence. Staff encourage children to do things for themselves. For example, they carry their tray to the table at lunchtime. Staff help children to learn about leading an active lifestyle. They encourage children to run, jump and climb as they play outdoors.

Outcomes for children are good

All children achieve well and any gaps in their learning are closing. Young children learn to handle toys with care and to socialise with others. Older children are self-assured and talk to staff and visitors about what they are doing. Children gain an understanding of the natural world. They plant flowers and observe butterflies in the nursery garden. All children, including those with SEND, make good progress. Staff prepare children well for the next stage in their learning.

Setting details

Unique reference number	316760
Local authority	Bury
Inspection number	10072841
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	2 - 4
Total number of places	26
Number of children on roll	18
Name of registered person	Holcombe Brook Primary School Nursery Limited
Registered person unique reference number	RP903820
Date of previous inspection	4 May 2016
Telephone number	0120 488 2404

Holcombe Brook School Nursery Ltd registered in 1998. The nursery employs five members of childcare staff who all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 44 weeks a year. Sessions are from 7.45am until 5.30pm.

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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