

Hollybrook at St Paul's

St. Pauls C of E School, Railway Road, Adlington, CHORLEY, Lancashire
PR6 9QZ



Inspection date	4 June 2019
Previous inspection date	18 March 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

- Children are happy and inquisitive learners, who benefit from the wide range of exciting learning experiences that are provided. Children independently select what they would like to do and concentrate on their chosen activities, displaying a can-do attitude and high levels of perseverance.
- Children develop very warm attachments to staff through the fully embedded key-person system. Parents' comments are overwhelmingly positive as they describe the 'home-from-home' environment and the support that staff offer to their families.
- The manager closely monitors the assessments of children's progress to check their accuracy. This information is utilised to address gaps in children's learning and enables any additional support to be quickly secured. As a result, all children, including those in receipt of additional funding, make good progress from their starting points.
- The dedicated and committed manager works well with her staff team to evaluate the effectiveness of the setting. Together they reflect on practice and identify areas for further improvement.
- Occasionally, staff miss spontaneous opportunities to further challenge children's learning and understanding as they play.
- Staff do not gather precise information from parents when children first start at the setting to support planning from the outset.

What the setting needs to do to improve further

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

- support staff to develop their teaching skills further, so that they continually look to offer challenge and promote opportunities to maximise children's learning
- gather more precise information from parents when children first start at the setting to support planning from the outset.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as development plans and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of the different aspects of safeguarding and can confidently communicate the possible signs and symptoms of abuse. Staff have an accurate understanding of local procedures and know to act promptly should they have any concerns about a child's welfare. The environment is safe, clean and secure. Frequent risk assessments are undertaken and any potential hazards are minimised or removed. This helps to protect children's safety and welfare. The manager supports her staff effectively through regular and detailed supervisory sessions. Any training needs are discussed and practice is regularly observed. Staff are encouraged to reflect on their practice and identify any points for improvement. This helps to ensure that staff continually provide good-quality teaching experiences for children.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Well-qualified staff support children's emerging language skills effectively. Staff naturally join in with children's play, talking with them and asking them questions that develop their thinking and language skills. Children enjoy filling containers with water and sand. Staff sensitively introduce mathematical concepts such as empty, full and half. Children develop their hand-to-eye coordination as they carefully thread cereal shapes onto spaghetti strands at the play dough table. They solve problems and test their ideas and theories as they link pieces of a train track together. Children enthusiastically join in with the words and actions to their favourite songs. They are excited about their learning and demonstrate high levels of concentration and motivation.

Personal development, behaviour and welfare are good

Staff praise children for their efforts and achievements and successfully support them to manage their own feelings and behaviour. Children are reminded of the setting's rules and are encouraged to share toys, take turns and respect one another. Children learn about the importance of washing their hands before snack and mealtimes. Children develop strong independence skills as they put on their own coats and boots. Daily opportunities for outdoor play help to support children's emerging physical skills and their understanding of healthy lifestyles. Children are afforded wonderful opportunities to learn about where food comes from. They plant fruits and vegetables which they enjoy at mealtimes. Children learn about the natural world around them. They are fascinated when they discover a frog in the garden. They talk about what the frog may like to eat and where they should put it so that it is safe and happy.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, gain the necessary skills needed for their eventual move to school. Children learn about letter sounds and begin to write familiar letters from their names as they register on arrival. They enjoy acting out stories and repeat familiar words and phrases as they use their recall skills. Children count confidently and frequently use number names as they play. They show vivid imaginations as they play hairdressers, booking in staff for their hair appointments.

Setting details

Unique reference number	EY449558
Local authority	Lancashire
Inspection number	10075212
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 - 11
Total number of places	60
Number of children on roll	128
Name of registered person	Hollybrook Childrens Nursery Limited
Registered person unique reference number	RP909997
Date of previous inspection	18 March 2016
Telephone number	01257 806073

Hollybrook Schools Out @ St Paul's registered in 2012. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The setting opens from Monday to Friday 7.30am until 6pm. The breakfast provision opens from 7am until 8.45am and after school from 3.20pm until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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