

Inspection of Hollyfield Pre School Nursery LTD

Hollyfield Road, Sutton Coldfield, W Midlands B75 7SG

Inspection date: 23 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form close bonds with the friendly and nurturing staff. They eagerly involve staff in their play and are happy, safe and secure. Children enjoy celebrating their achievements with staff. This helps them to gain confidence and build self-esteem. Children enthusiastically explore the well-planned learning environment and are motivated to play and make new discoveries. They thoroughly enjoy the opportunities to explore the natural world and show perseverance as they pull themselves up slippery, muddy banks. Children have good social skills and relate well to adults and to their friends. Pre-school children collaborate successfully as they solve problems together and develop storylines in their role play. For example, children test out their ideas as they balance bricks and stones. They work out that if they use those with flat surfaces, they can build a taller tower. Children develop good levels of independence, especially at mealtimes. They learn how to use cutlery correctly, clear their plates and wash their faces. Staff provide them with many opportunities to complete everyday tasks for themselves and children enjoy this responsibility. Children behave well and learn how their actions and words can have a negative impact on others. This helps them to empathise and regulate their behaviour. They make good progress and gain a secure foundation for their future learning and school.

What does the early years setting do well and what does it need to do better?

- Leadership and management are strong and support the well-qualified and skilled staff well. Leaders provide staff with additional support, guidance and coaching to continue with their professional development. Recent training for staff has helped them to extend their understanding of how they support children's emotional well-being and awareness.
- Leaders value the views of parents and staff as part of their self-evaluation. They effectively reflect on the service they provide to identify areas for development and welcome new ideas and initiatives. However, leaders and staff have not maintained the quality of teaching and learning at the highest level. During some large-group activities, staff do not adjust their teaching as well as possible to fully accommodate children's individual learning needs.
- Leaders and staff work well in partnership with parents. This provides continuity in children's care and learning. Staff and parents regularly exchange information about children's development and well-being. Staff work closely with parents to help establish children's starting points and learn about their individual routines. However, they do not routinely liaise with the setting that children attended previously to gather as much information as possible about children's learning and development.
- Leaders oversee children's play experiences effectively and ensure that staff plan exciting activities. For example, pre-school children investigate the properties of

yeast and how it reacts when mixed with other ingredients to make bread. Leaders make good use of additional funding to provide children with valuable opportunities that contribute well to their life experiences. This includes swimming, outdoor adventures and additional expressive art activities.

- Staff make good use of their observations of children and their assessment information to plan the next steps in children's learning. Overall, they use this information successfully to provide children with quality interactions and enhance their play skilfully. Staff work closely with other professionals involved in children's care to implement targeted plans for children with special educational needs and/or disabilities.
- Staff support children's communication and language development skilfully, for example through engaging reading of books and interesting role play. Younger children eagerly join in with action songs and rhymes. They communicate clearly and confidently talk about their families. Pre-school children re-tell familiar stories and take on the role of different characters. They show a good understanding of story structure and explore alternative endings to traditional tales.
- Children progress well with their physical development. Pre-school children concentrate as they carefully stretch elastic bands over nails and learn how to safely use tools, such as a hammer. Younger children focus well as they manipulate dough and insert small sticks to create patterns.
- Staff provide children with a wide range of opportunities to develop their understanding of people and diversity. Children enjoy tasting food from different countries and listen to music from around the world. They learn that everyone has the right to be respected.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff keep their safeguarding knowledge up to date. All staff complete training regularly. They know the signs of abuse and neglect, and the referral procedures to follow if they have a concern. Staff are aware of their responsibilities to prevent children being drawn into situations that may put them at risk. They know how to report a concern about the conduct of a member of staff. Procedures for recruitment are robust in ensuring the suitability of staff. Staff are vigilant about children's safety. They supervise children well and risk assess their activities thoroughly.

What does the setting need to do to improve?

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

- gather as much information as possible from the setting children have previously attended, so that staff have a fully comprehensive knowledge about a child's

learning and development on entry

- review planning to identify how to adapt large-group activities to target more precisely children's individual learning requirements.

Setting details

Unique reference number	228917
Local authority	Birmingham
Inspection number	10112956
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 to 8
Total number of places	50
Number of children on roll	136
Name of registered person	Hollyfield Pre-School Nursery Limited
Registered person unique reference number	RP903462
Telephone number	0121 311 2920
Date of previous inspection	14 March 2013

Information about this early years setting

Hollyfield Pre School Nursery LTD registered in 1993. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6, including two who have qualified teacher status. The nursery opens Monday to Friday during the term time and provides holiday care for children aged two to eight years during most of the school holidays. Sessions are from 7.45am until 6pm. The nursery receives funding to provide free early years education for two- and three-year-old children.

Information about this inspection

Inspectors

Anne Dyoss
Lisa Christophorou

Inspection activities

- The inspector completed a tour of the setting with the manager and discussed how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the managers.
- The inspector held discussions with staff and parents, and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the managers.

We carried out this inspection 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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