

Inspection of Hollesley Community Nursery

School Lane, Woodbridge IP12 3RE

Inspection date: 14 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Although staff know the children well and plan for their individual learning needs, the quality of teaching is not good enough to help children make the best possible progress that they can. Children do not have opportunities to make the most of learning outdoors.

Children are often not engaged in purposeful play, resulting in a poor attitude to learning and unwanted behaviour. For example, during reading time after snack, staff read a story to some children. However, others lose interest and are not encouraged to remain engaged. They then become disruptive and staff have to stop the activity to sort out disputes. When children engage in play that staff do not approve of, they are told to stop. However, staff do not consider how to move the play along so that it is purposeful or engaging for children. Staff do not organise times of transition between activities, such as when waiting for snack or to go outside, well enough to keep children well occupied.

Children enjoy their time in the setting. Those children who do not separate readily from their main carer are supported sensitively by the kind and caring staff. There is a consistent named person for each child to take responsibility for their daily well-being. They build friendly and trusting relationships with children and parents.

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

- Children do not always benefit from meaningful learning. This is because the quality of education is not good enough. Staff do not always fully capture children's attention to support them in playing, exploring and learning actively. This means that they do not develop a good enough attitude to learning and their behaviour deteriorates during the session. Despite this, staff do manage children's behaviour sensitively. They encourage children to consider the needs and feelings of their friends and the impact of their behaviour on others.
- The quality of staff's interaction with children is not good enough at times of transition between activities. Children spend a long time unoccupied and they become disinterested. Their behaviour subsequently deteriorates at these times.
- Staff do not plan activities well enough to fully support learning for those children who prefer to play and learn outdoors. The garden is not used productively to support these children's involvement across the areas of learning. Staff have not addressed how they can improve children's access to some interesting areas of the garden, including a climbing hill, as surfaces are too slippery. However, staff are looking at ways to improve the outdoor area.
- Staff support children's developing speech and language skills. They engage children in conversation. Staff adapt the questions they ask children, according to their individual level of understanding.

- Children are happy and settled. They build strong emotional attachments to the staff and the confidence to cope with new experiences. Children are helped to learn about the importance of good hygiene routines. They are encouraged to have regard for their own personal hygiene needs. In this respect, children are developing skills needed to be ready for school.
- Although there are weaknesses in the quality of education, the staff show the capacity to improve. They have an action plan in place that is regularly reviewed to monitor the quality of any changes they make and the impact they have had on children's early years experiences.
- There is a regular programme of supervision for staff to manage their performance. Staff's professional development is encouraged. However, there are still weaknesses in the quality of staff's teaching.
- Partnerships with parents are friendly and trusting. Staff encourage parents to remain involved in their children's learning. They are kept informed about what their children are doing in the setting. Parents hold staff in high regard, describing them as 'caring' and 'approachable'. They appreciate the support they receive with child-rearing practices, such as potty training.
- The manager and staff have established strong partnerships with the local primary school. This helps to ensure that children are fully supported as they get ready to move into the Reception class.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training in safeguarding to ensure that they are aware of the indicators of abuse and know how to report concerns. There is an identified person for leading safeguarding concerns to ensure that any concerns are reported and managed in a timely and appropriate way. There is an established process for the recruitment and selection of staff. This helps to ensure that those working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve staff's skills and teaching practice to ensure that all children receive meaningful and consistently good-quality learning experiences	28/02/2020

revise the organisation of the transition between routine activities to ensure that children remain suitably engaged at all times.	28/02/2020
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To further improve the quality of the early years provision, the provider should:

- develop the use of the outside area to better engage children's interests, especially those who prefer to learn outdoors.

Setting details

Unique reference number	EY550203
Local authority	Suffolk
Inspection number	10130778
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 4
Total number of places	24
Number of children on roll	16
Name of registered person	Alpha Community Nurseries Ltd
Registered person unique reference number	RP900802
Telephone number	01394 410480
Date of previous inspection	Not applicable

Information about this early years setting

Hollesley Community Nursery registered in 2017. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are available from 7.30am until 6pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- The inspector and the deputy manager completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and area manager and discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

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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