

# Inspection of Little Holland Nursery

44 York Road, Holland on Sea, Essex CO15 5NN

---

Inspection date: 10 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

## What is it like to attend this early years setting?

### The provision is good

Children enter the nursery excitedly, keen and eager to begin their day of fun and learning. They part from their parents and carers with ease, waving them a cheerful goodbye as they are shown into the nursery building. Children have good relationships with their key person and with the other staff. They chat confidently to them about things from home. Children thoroughly enjoy learning in the exciting and stimulating nursery garden. They enthusiastically pump water through tubes and pipes attached to the new water wall. Children use the interesting selection of laminated pictures to help them in their hunt for insects or to identify flowers and birds. They take great pleasure in sharing their finds. For example, when they spot an insect crawling up the fence, they show the adults and other children what they have found.

Children behave well and are kind and caring towards each other. They form small friendship groups and negotiate roles. Children, including those with special educational needs and/or disabilities make good progress from their starting points. Key persons have high expectations of the children's abilities, based on their thorough knowledge of each child's interests.

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

- Since the last inspection, the manager, provider and staff have implemented effective ways of measuring their strengths and identifying areas that could be further improved. The manager has clear plans in place for continuous improvements based on her evaluation of practice within the nursery.
- Parents speak very highly of the manager and staff. They say that their children love attending the nursery. Many parents comment on the excellent communication between themselves and the staff, manager and provider. They say how much they like the online system, which enables them to be kept fully informed of their child's day as it happens. For example, staff update the system throughout the day with an account of the children's meals, sleep times and any accidents.
- Children learn safety skills as they chat to staff about people who help to keep them safe. They role play being fire fighters and proficiently squirt water from bottles to put out a painted fire. Children and adults engage in lively discussions and share their knowledge and experiences of the role of a fire fighter.
- Children listen attentively to stories and enthusiastically join in with their favourite parts. They share their views and ideas about the character's feelings and reasons for behaving in a certain way.
- The manager and staff kept in regular contact with parents and children who were not able to attend the nursery during the COVID-19 (coronavirus) pandemic lockdown. They provided activities for families to do at home to help

to reduce any gaps in children's learning. Effective measures have been put in place to identify where children need the most support on their return to nursery.

- Staff engage in purposeful discussions with children throughout the day. They extend their language skills, for example, through the introduction of new words. On occasions, however, staff do not make the best use of questioning skills to encourage children to think critically and enhance their knowledge further.
- The manager has improved her arrangements for staff supervision, coaching and monitoring since the last inspection. She regularly observes staff's practice and gives them constructive feedback on ways to further improve the quality of their interactions with children. On the whole, this is successful. However, there are times when staff miss opportunities to identify when to intervene and focus children on more constructive activities.
- Younger children develop a secure sense of belonging. Staff help them to feel settled. For example, they encourage parents to bring in photographs of the child's family members and pets and put these together in a 'special book'. When a child becomes distressed or tired, staff encourage them to look at their books and chat to them about the various people who are special to them.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good understanding of their responsibilities with regards to safeguarding and protecting children. Staff have a secure understanding about wider safeguarding issues, such as cyber bullying. They regularly update their safeguarding knowledge, for example, through research and training. The manager provides staff with a wide selection of safeguarding guidance and publications to enable them to update their knowledge constantly. The manager carries out effective recruitment checks to assess the suitability of new staff.

## What does the setting need to do to improve?

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

- strengthen staff's understanding of using questioning techniques to encourage children to extend their communication and language skills
- develop staff's interactions with children to help them to identify when to intervene and focus children on more constructive activities.

## Setting details

<b>Unique reference number</b>	EY473000
<b>Local authority</b>	Essex
<b>Inspection number</b>	10105540
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Little Holland Nursery Ltd
<b>Registered person unique reference number</b>	RP902624
<b>Telephone number</b>	01255 317200
<b>Date of previous inspection</b>	29 April 2019

## Information about this early years setting

Little Holland Nursery registered in 2014. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, 3 and above, including the manager who holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk together and reviewed the way in which the curriculum is planned for and delivered.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to and took account of the views of parents.
- The inspector held a meeting with the manager and looked at a selection of relevant records and documentation. This included proof of the suitability checks undertaken for all staff.
- The inspector observed staff's teaching and the impact this has on children's learning indoors and outdoors.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021