

Inspection of Hollipopsdaycare

N C C Newquay Campus, Elim Church, Seymour Avenue, Newquay, Cornwall TR7 1BL

Inspection date: 27 July 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly as they arrive at the setting, eager to explore their environment. They happily choose from a range of activities and toys inside and outside, which staff provide for them based on their interests. For instance, children enthusiastically look for bugs, play with dinosaurs and take part in colour mixing experiments.

Children develop good friendships with other children and they have warm and trusting relationships with the adults who care for them. Staff are affectionate towards the children, meeting their needs with kindness.

Children are well behaved and they understand the expectations of the setting. Staff skilfully support them to take turns and share toys with their friends.

The setting has high expectations of all children, including those with special educational needs and/or disabilities (SEND). All children make good progress in their learning and development, gaining skills and knowledge to prepare them for school.

The setting has made some changes as a result of the COVID-19 (coronavirus) pandemic. In order to ensure children's safety, the setting has increased its robust hygiene practices, which include closing on a Friday to give the nursery a weekly deep clean. This also allows new parents to visit the setting when there are no children present. Parents report that they are impressed with how the setting has responded to the pandemic, to keep their children safe.

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

- Staff provide children with a wide range of opportunities to develop their physical skills. For example, children enjoy dancing, playing parachute games and using a range of tools for making marks, digging and mixing. Children are physically active and they benefit from lots of time spent outside. They have good coordination skills and use tools skilfully and safely.
- Staff read to children in a way that engages them. Children join in with familiar stories and identify a wide range of different animals that they recognise. Staff model new vocabulary well and children are confident talkers. Children are developing a love for reading and frequently choose to look at books and talk about what they see.
- Staff provide good opportunities for children to develop their understanding of mathematical concepts. Children confidently count, estimate, compare and use positional language as they play.
- Children are responsive to staff and their instructions. However, staff do not always encourage children to develop their independence skills. For example, staff sometimes put on children's shoes, hang their clothing and tidy up their toys for them, even though children are capable of doing it for themselves.
- Staff recognise children's achievements and give them praise. As a result,

children are proud of what they know and can do. They are beginning to understand what makes them unique and the setting supports them to value diversity in an age-appropriate way.

- The manager of the setting is passionate about providing high-quality inclusive education and opportunities for all children. She ensures that children have equal access to the plentiful local resources. For instance, children visit the beach, local parks, zoos and attractions at least once a week, which enriches their learning. Children learn about how to stay safe on the beach and to recognise sea creatures.
- The setting has good partnerships with parents. Parents report that they are very happy with the education their children receive and the progress they make. They are very complimentary of the setting and their views are considered.
- The setting provides a healthy diet for the children and caters for allergies and dietary needs. However, staff miss opportunities to talk to children about what constitutes a healthy diet at meal times and in their play. Children are not learning how to keep themselves healthy as a result.
- Staff are provided with suitable opportunities for training and ongoing supervision to ensure continual improvements in the quality of teaching. Staff feel very well supported and say they really enjoy working in the setting.
- Children with SEND are identified promptly and given the support they need to ensure they make progress to prepare them for later learning. The setting has good partnerships with other agencies and the local schools.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The manager ensures her staff are well trained to identify and act on any concerns about a child's welfare. They are confident in recognising the signs that may indicate a child is at risk from harm and how to report them. Staff know how to respond to allegations about another member of staff. When recruiting new staff, the manager follows a thorough process to ensure staff are suitable for their roles. All staff regularly undertake training in paediatric first aid. They respond quickly to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- consistently encourage children to be independent in carrying out tasks themselves
- give clear messages to children to support them to understand healthy choices.

Setting details

Unique reference number	EY558960
Local authority	Cornwall
Inspection number	10190467
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 at time of inspection	2 to 4
Total number of places	15
Number of children on roll	21
Name of registered person	Boyle, Hollie Louise
Registered person unique reference number	RP558959
Telephone number	07969908352
Date of previous inspection	Not applicable

Information about this early years setting

Hollipopsdaycare registered in 2018. It is located in the centre of Newquay and offers care Monday to Thursday from 8am until 5pm. The nursery is open 50 weeks of the year and closes for two weeks at Christmas. There are six members of staff. One is qualified to level 2 and the other five, including the manager, are qualified to level 3.

Information about this inspection

Inspector
Den Russell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the setting.
- The manager and the inspector went on a learning walk across all areas of the nursery and discussed how the early years provision and curriculum is organised.
- The manager and the inspector jointly observed and evaluated an activity.
- The manager discussed the leadership of the setting with the inspector.
- The inspector spoke to children and parents and also read statements from parents to gather their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021