

Inspection of Hollesley Community Nursery

School Lane, Woodbridge IP12 3RE

Inspection date: 7 July 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Staff ensure that plenty of the day is devoted to children's exploring, creating and building together as they play in this inviting nursery. Children's interests and real-life experiences are well reflected in the wide range of toys, resources and activities available to them. For example, they enjoy role play in the pretend doctors' surgery. This gives them the opportunity to recreate and learn more about their recent experiences of going to the doctor for their immunisations.

Children grow in confidence as they gain new skills and knowledge. They consistently demonstrate kind and considerate behaviour towards others. Children like receiving praise and encouragement from the staff. They are keen to keep within the clear and fair boundaries that the staff put in place. For example, they readily accept the need to stop running indoors when an adult tells them that they can run outdoors instead. Older children in particular are aware of the needs of others. They explain clearly to the inspector that a sand timer is used when 'you would like a turn'. When children sit together at snack time, they help each other by fetching a chair when there is one too few. Children know that they can ask staff for help whenever they need it and benefit from the caring support given to them.

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

- The quality of education has improved since the last inspection. Leaders and managers have worked closely with each other, and have used support from the local authority to improve the quality of staff practice and the organisation of nursery routines. This has had a positive impact on children's behaviour and the quality of learning experiences that are available to them.
- Leaders and managers oversee the quality of provision and ensure that effective systems are in place to achieve continuous improvements. For example, they encourage staff to routinely observe and give each other feedback on their teaching.
- Staff understand what children need to know to make good all-round progress in their learning. They interact with children well, especially during times when children are free to explore their own interests. Staff use strong questioning skills as they also introduce new and challenging language. They give children opportunities to make their own suggestions by using discussion to promote their thinking. Where some children have deep knowledge of particular topics, staff encourage them to share this knowledge with their peers.
- Staff report that they feel well supported in their roles. They have regular opportunities to discuss their work and complete training that helps them to develop their practice.
- Partnerships with parents are strong. Their feedback is used to make relevant

improvements. For example, the manager is very mindful of parents' thoughts about attending their child's graduation, following the easing of COVID-19 (coronavirus) restrictions. Staff provide parents with regular updates about their child's learning and developmental progress.

- At times, children are very deeply engaged in their learning. They play for sustained periods on their self-chosen play. Friends collaborate and share their interesting ideas, set goals for themselves and help one another to achieve them. Sometimes, staff do not support children well enough to concentrate during adult-led activities, such as story time.
- Robust health and hygiene procedures are in place. For example, children wash their hands on arrival, at key points of their day and before leaving the nursery. This helps to reduce the spread of infection.
- Children's imaginations flourish during their play. They dig and hunt for bugs, play 'stop and go' games with 'traffic lights', which they create using chalk on the floor and posts. Staff use their good teaching skills to offer a wide variety of activities, sometimes spontaneously, in response to children's emerging interests.
- Children make good progress in their learning and development. However, leaders and managers are not proactive in ensuring that staff quickly put in place additional help and support for those who need it.

Safeguarding

The arrangements for safeguarding are effective.

The provider has recently reviewed and enhanced their recruitment procedures to ensure they are robust. This means that only those who are suitable to work with children have the opportunity to do so. Staff understand their roles and responsibilities to safeguard children. The manager helps them to understand the indicators of abuse and/or neglect, as well as developing their wider understanding of safeguarding issues. Appropriate policies and procedures are in place, and all staff know and understand how to follow them in order that children are protected from harm.

What does the setting need to do to improve?

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

- give children more support during adult-led activities, and plan these opportunities more carefully, so that they have stronger opportunities to develop their concentration
- plan more effectively to support children who are vulnerable to falling behind in their learning to help them to make the best possible progress.

Setting details

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| Unique reference number | EY550203 |
| Local authority | Suffolk |
| Inspection number | 10144214 |
| 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 | 24 |
| Number of children on roll | 27 |
| Name of registered person | Alpha Community Nurseries Ltd |
| Registered person unique reference number | RP900802 |
| Telephone number | 01394 410480 |
| Date of previous inspection | 14 January 2020 |

Information about this early years setting

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

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of interactions between staff and children and evaluated the impact that these had on children's learning and development.
- The manager and provider met with the inspector. The manager discussed their curriculum for children and explained what it is that they aim for children to learn and remember, and how this is implemented.
- The inspector looked at evidence of the suitability of staff members. She also viewed staff's first-aid training certificates.
- The manager and inspector carried out a joint observation of a planned activity.
- The inspector spoke with a small number of parents and considered their views about the nursery.
- Children spoke to the inspector about their activities. The inspector evaluated the experiences of children.

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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