

# Inspection of Holly House Day Nursery

Mayfield Avenue, Worsley, Manchester, Lancashire M28 3JF

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Inspection date: 29 October 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	Not applicable

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

### The provision is good

Leaders have worked tirelessly to create a very warm and welcoming environment. Children continuously demonstrate that they feel happy, safe and secure. They have developed strong attachments with staff who are patient and nurturing in their approach. Children behave well. They play collaboratively together and show kindness and concerns for others. Staff offer children praise and warmly celebrate children's efforts. For example, as babies explore paint, staff sensitively encourage them to feel the texture and begin to make marks. Toddlers explore shapes as they make a face on their pumpkins with circles and squares. Pre-school children are encouraged to share their thoughts and ideas, and staff listen intently. This practice helps to raise children's levels of confidence and self-esteem, and as such, children have a very strong sense of belonging and a positive attitude to learning.

Staff have high expectations and plan a curriculum that reflects children's individual interests. They work closely with parents to gather detailed information about children's interests, existing skills and abilities. Due to the COVID-19 pandemic, parents are not able to go into the nursery currently. However, staff have worked hard to ensure that parents are kept up to date regarding their child's learning and development. They have successfully maintained communication and have used many different strategies to ensure that partnerships with parents continue to be a real strength.

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

- Staff provide a wide range of stimulating activities and resources. Children thoroughly enjoy investigating and exploring. For instance, young children bake biscuits as part of their Halloween activities. They develop good listening and attention skills and follow instructions well. Older children learn about the skeletal system and are able to identify key features, such as their spine, ribs and skull. However, not all staff fully understand the importance of sequential learning and building coherently on children's existing knowledge and skills. For example, sometimes, activities are too challenging for children or their next steps in learning are not always appropriate.
- Staff focus intently on supporting children's communication and language development. They skilfully differentiate their approach, for example, by using simple instructions or asking open-ended questions. Staff working with babies and toddlers ensure they use repetition to aid their understanding and to build on their growing vocabularies. Pre-school staff successfully use descriptive language as they narrate children's play. Furthermore, they check children's understanding and offer explanations. For example, when children hear the word 'strict' in a story, staff ask them what they think it means. As a result, children are becoming successful and confident communicators and are

developing skills needed for their future learning.

- Children with special educational needs and/or disabilities receive high levels of support. Knowledgeable staff work seamlessly with a wealth of professionals, such as speech therapists, specialist teachers and health partners. This ensures that children receive the timely support that they need. As a result, children are making good progress from their starting points.
- Children have good opportunities to develop key skills for life, such as independence. They enjoy the responsibility of looking after their environment as they help to tidy up resources. Children successfully manage their own personal care routines. For example, all children understand the importance of regular handwashing, especially before mealtimes. Children enjoy being physically active. They engage in energetic outdoor play, regardless of the weather. The outdoor space provides many opportunities for children to develop their gross motor skills, coordination and balance.
- The providers are knowledgeable and passionate practitioners who lead a team of enthusiastic and dedicated staff. They carry out a range of activities that support staff to develop their teaching and ongoing professional development. Supervision meetings are effective and provide staff with opportunities to discuss and reflect upon their practice. Leaders complete thorough observations and reviews of each room as part of their drive for continuous improvement. Staff comment positively on the supportive and friendly leadership team. Collectively they share good practice ideas and carry out professional research that contributes to positive outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of the signs and symptoms that may indicate a child is vulnerable to abuse or neglect. They are familiar with the procedures to follow should they have any concerns about children in their care. Additionally, staff fully understand how to escalate any concerns or report on the practice or conduct of a colleague. All staff have completed safeguarding training. Those with additional safeguarding responsibilities have completed comprehensive training that enables them to support staff, children and families effectively. Staff maintain meticulous documentation that includes accident and medication records. They deploy themselves effectively and carry out continuous risks of the environment to ensure that children are able to play safely.

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

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

- support staff to strengthen their understanding of how to build successfully on children's existing skills and abilities and precisely identify next steps in learning.

## Setting details

<b>Unique reference number</b>	2550542
<b>Local authority</b>	Salford
<b>Inspection number</b>	10202142
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Claran Holdings Ltd
<b>Registered person unique reference number</b>	2550541
<b>Telephone number</b>	01617902779
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Holly House Day Nursery registered in 2019. The nursery employs 21 members of childcare staff. Of these, three hold qualified teacher status and nine hold an early years qualification at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the providers to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector held a meeting with the manager and deputy manager. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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