

# Inspection of Hollies Day Nursery

2 Private Road, Sherwood, Nottingham NG5 4DB

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Inspection date: 22 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children show incredible desire to learn new skills. They receive constant encouragement from staff, who praise their efforts. Babies show determination and strength to lift large mats. They listen to staff requests to keep going, and smile with delight when they succeed and receive glowing praise. Two-year-old children are told by staff that they can do it when they say a yoga position is 'too tricky'. They watch closely when staff show them what to do and listen carefully as they explain how to position their body. Children develop exceptional physical skills for their age.

Pre-school children learn to keep themselves safe when going to forest school at a local country park. They show great confidence and physical skills as they walk down a slippery slope, understanding to take their time. When children reach a drop in the slope, they learn to slide down on their bottoms or use a tree to support their balance as they jump down. Those who are less confident receive sensitive reassurance from staff that they trust. Staff remain close by, helping children to achieve getting down the slope on their own.

The nursery's focus to build confident learners who will have a go is understood by all staff. Children, including those with special educational needs and/or disabilities (SEND), make excellent progress in their learning.

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

- Leaders put a lot of thought into designing a curriculum that supports children's development in all areas of learning and beyond. They consider legal requirements, along with views of parents and local schools, so that learning is tailored to the children that attend. They consider how best to develop children's knowledge and skills during their time at nursery. For example, climbing opportunities get progressively more challenging for each age group. Leaders provide children with a wide range of experiences, including yoga, Spanish lessons and walks in the local community.
- Staff support children to become confident communicators. Babies remain engrossed as staff sing songs. Staff perform actions to help them understand the words sung. Babies begin to learn actions to their favourite songs. They shake a parachute in anticipation of the next familiar line. Staff read stories enthusiastically. They ask questions, leaving time for children to think and respond. Children in the toddler room tell visitors excitedly that it is story time, showing their passion for books. They recall full sentences from a book read with them the day before.
- Children are learning to show care and consideration for staff and other children. Staff are excellent role models. They talk to children with care and encourage

them to use good manners. Babies enjoy helping staff to put resources away. Staff encourage children in the toddler room to say 'please' when they want items from others. Two-year-old children show care for others. For example, they pass the paint that their friend cannot find. Pre-school children wait patiently for their friends when walking in the woods. They work together to pull out a large mat to sit on for snack, following clear instructions from staff.

- Leaders put a strong focus on staff well-being to enable them to provide the best care for children. They provide staff with regular discussions about their individual needs. Leaders have sourced a 24 hour helpline for staff to discuss any welfare matters. They tailor training and support to meet individual staff needs. Sessions enable apprentices to complete their college work together and build friendships.
- Parents are very happy with the progress children make at nursery. They share that their children are developing very good speaking skills, love socialising and are becoming extremely independent. Parents appreciate workshops delivered by leaders. They benefit from ideas to support their children's learning through superhero activities. Leaders also deliver workshops at local open days for the community. This benefits parents who do not use the nursery.
- Staff have a clear focus on helping children to feel secure when they first start at nursery. They form wonderful relationships with children, laughing together and giving them cuddles to help them settle quickly when upset. Children are developing fabulous independence skills with staff support. Two-year-old children can pump soap onto their hands. They use large spoons to serve their own dinner.
- Leaders and staff work extremely well with parents and other agencies to support children with SEND. During the COVID-19 pandemic, SEND professionals were not able to visit the nursery. Staff used video calls with these professionals to enable information sharing. They then used this information to support children's learning needs. Staff always include children with SEND in learning experiences. They set high expectations for their development. This is in line with the nursery focus of encouraging children to have a go on their own.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training to help staff understand their duties in relation to safeguarding. Staff are clear on the procedures to follow if they have concerns about a child's welfare or the conduct of other staff. The manager is a qualified first-aid trainer and provides sessions for parents so they can safeguard children at home. Staff supervise children closely to keep them safe both in the setting and while on outings. They explain the golden rules to children while at forest school, such as '1-2-3, come to me'. Children understand not to eat fungi and explain that these are for the squirrels and birds.

## Setting details

<b>Unique reference number</b>	2560532
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10217022
<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 4
<b>Total number of places</b>	116
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Hollies Day Nurseries Ltd
<b>Registered person unique reference number</b>	2560531
<b>Telephone number</b>	01159608700
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hollies Day Nursery registered in 2019 and is located in Sherwood, Nottingham. The nursery employs 17 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 2 or above. It opens from 7.30am until 6pm Monday to Friday, closing for a week in May, a week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Will Good

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a small-group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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