

# Inspection of Hugo and Holly Day Nursery

8 Heathville Road, GLOUCESTER GL1 3DS

---

Inspection date: 4 March 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

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

### **The provision is good**

Children are settled and clearly enjoy their time at the nursery. They develop close bonds with the friendly and attentive staff. Babies demonstrate that they feel emotionally secure as they smile and make eye contact with visitors. They confidently choose from a variety of activities that are interesting and motivate them to learn. For instance, babies reach forward and grasp coloured stacking rings. As they stack them, staff support their early communication skills by introducing the vocabulary of colour. Babies respond positively as they babble and repeat sounds and single words back to staff.

Young children learn about their own self-care as they practise washing dolls with a sponge and soapy water. They are becoming aware of the importance of good oral health as they pretend to clean the dolls' teeth. Children carefully hold a toothbrush and practise the brushing motion on the dolls' mouths.

Children have many opportunities to be physically active. They climb, balance and build as they access a range of movable climbing and construction materials. Children learn to take risks safely as they hold their arms out to balance and walk up and down a plank of wood. Staff position themselves close by, offering a helping hand and plenty of praise and encouragement. They facilitate challenges and encourage children to jump from equipment into their arms. Children are overjoyed and demonstrate pride in their achievements.

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

- Staff provide a broad range of high-quality learning experiences based on children's interests and levels of development. For instance, following older children's interest in letters, staff make sure that there are opportunities for children to practise their early literacy skills. Children are motivated to learn, and engage in activities for prolonged periods of time. Some enjoy table-top activities, such as moulding and cutting dough. Others use chalk to write the letters of their name on the outdoor chalk board.
- Children's behaviour is good. Staff support them to regulate their behaviour from a young age. They set clear expectations and provide a calm environment for children to reflect on their actions towards others. Staff help children to recognise and manage their feelings and emotions. They encourage children to look at their facial expressions in a mirror. This helps them to identify what feelings look like and to recognise how others may feel.
- Children are provided with nutritious, home-cooked meals and snacks during their time at nursery. They sit together to eat in a social environment. Staff interact well with children and engage them in conversations as they eat. Babies are encouraged to feed themselves, which helps to develop their handling skills

and coordination.

- Partnerships with parents are strong. Staff share information with parents in a number of ways. They speak to them about children's care needs and learning at drop-off and collection times and provide regular updates via an online system. Parents report that they are 'happy with the quality of care' and 'enjoy seeing photos' online. However, staff do not always offer parents enough encouragement to contribute and share information about children's ongoing learning at home in order to support consistency and help children make even better progress.
- Children learn about people's different backgrounds and enjoy activities that support their understanding of cultural celebrations and traditions. For example, they learn that some people do not celebrate Christmas day but celebrate 'St Nicholas day' instead. Consequently, staff successfully support children to understand similarities and differences between themselves and others.
- Staff receive effective support from the management team and value regular supervision meetings. Staff state that they feel well supported both personally and professionally. Less-experienced staff value the coaching and supportive nature of their mentors. Staff induction procedures are good and enable staff to clearly understand their roles and responsibilities. However, leaders and managers do not always identify training opportunities for members of staff whose knowledge of the curriculum is not as strong as others, in order to raise the quality of teaching to a consistently high level and ensure that the curriculum intent is consistently implemented across the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular safeguarding training and have a good awareness of child protection procedures. Staff recognise the signs or symptoms that may indicate a child is at risk of harm and know the process to follow should they need to report a concern. Effective systems are in place for staff recruitment and to monitor their ongoing suitability. Staff carry out regular risk assessments of the learning environment to minimise hazards and ensure that children can play safely. Staff teach children how to keep themselves safe. For example, they remind them to have 'walking feet' inside so they do not fall and hurt themselves.

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

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

- further encourage parents to contribute and share information about children's ongoing learning at home, to support consistency and help children to make even more progress
- strengthen supervision and training opportunities for staff to identify minor

inconsistencies in teaching and to help ensure the curriculum intent is consistently implemented.

## Setting details

<b>Unique reference number</b>	EY356746
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124234
<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>	42
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Hugo and Holly Day Nursery Partnership
<b>Registered person unique reference number</b>	RP521951
<b>Telephone number</b>	01452 417 123
<b>Date of previous inspection</b>	8 August 2014

## Information about this early years setting

Hugo and Holly Day Nursery registered in 2007 and is located in Gloucester. It operates between the hours of 7.30am and 6pm, all year round, except for bank holidays. The nursery employs 13 staff, including two apprentices. Eleven staff hold relevant childcare qualifications. Of these, one holds qualified teaching status, three have a level 4 qualification, five have a level 3 qualification and two have a level 2 qualification. The nursery receives early education funding to provide free places for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- This is the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the owner and manager and has taken this into account in her evaluation of the nursery.
- The manager and inspector discussed activities and intentions for children's learning during a learning walk.
- The inspector observed the quality of education during activities indoors and outdoors to assess the impact on children's learning. A joint observation was completed with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection and took account of their views.
- The inspector sought the views of parents through written feedback.
- The inspector held a leadership meeting with the manager and sampled documentation, including staff qualifications and evidence of suitability.

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 2022