

Inspection of Holly Tree Pre-School And Trackers

St James RC Primary School, St James Road, Wigan WN5 7AA

Inspection date: 30 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this warm and welcoming nursery. They arrive and are greeted by their key person, who welcomes them warmly and helps them to settle. Children are confident and enthusiastic learners, who consistently demonstrate that they feel safe and secure in the care of the nurturing staff team. They are supported by staff who know them well and make good use of their observations and assessments. Staff plan experiences that help children to build upon what they already know and can do. For example, children confidently recall aspects of previous learning as they play, such as remembering how to use scissors correctly when making models. All children, including those with special educational needs and/or disabilities, make good progress from the time they start attending.

Staff understand the impact that the COVID-19 pandemic has had, not only on children's learning and development but also on each other's well-being. Staff sensitively support each other to fulfil their roles. They confidently employ a wide range of intervention programmes in order to close any gaps in children's learning and development. This helps to ensure that children quickly catch up on any learning they may have missed. Children of all ages behave very well and express kindness towards each other.

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

- Leaders and managers are passionate about their roles. They have a clear vision for the nursery and act with honesty and integrity. Together, along with staff, leaders place children at the heart of everything they do at the nursery. Staff are offered a wide range of professional development opportunities, such as supervision, coaching and additional training. This helps staff to continually enhance the quality of their teaching skills.
- Staff carefully plan and provide a wide range of opportunities based on children's interests and their knowledge of what children need to learn next. This successfully ignites curiosity and children's thirst for learning. Children particularly enjoy group story times where they confidently use puppets to recall familiar traditional stories. However, occasionally, quieter and less confident children are not as well engaged as their more confident friends. Therefore, they do not always benefit as much as possible from the learning experience.
- Children's communication skills are a top priority. All staff model an extensive range of vocabulary, meaning that children consistently have opportunities to hear and practise new words. For example, children spin around and remark that they are 'professional twizzers'. They explain that this means they are very good at something, just like the professional dentist who visited to talk about tooth brushing. This also demonstrates how children are encouraged to make links in their learning.

- Children have an abundance of opportunities to explore a wide range of skills outdoors in the well-resourced garden areas. While some children practise their large physical skills on bicycles, other children choose to investigate how water flows or to share a book in the story dens. The provision of a wide range of outdoor opportunities ensures that the needs of children who prefer to learn outdoors are well met.
- Younger children recall a time when 'Holly Bear' was injured and lost her arm. Staff skilfully used this opportunity to teach children about physical disability. Children explain to the inspector that Holly has one arm now and we need to help her to play, 'but we still love her'. This successfully teaches children to value and respect everyone. That said, opportunities for children to extend their awareness of different cultures to gain a greater appreciation of the world around them have not been fully developed.
- Parents speak highly of the support their family receives from staff at the nursery. They describe how staff go 'above and beyond' in support of their family. Staff communicate on a daily basis with parents and share information to help them extend their child's learning at home. This, along with electronic means of communication, is very much appreciated by parents. Parents comment that 'I would not have my child go anywhere else.'

Safeguarding

The arrangements for safeguarding are effective.

The manager understands her role and responsibilities as the designated safeguarding lead. She ensures that information is shared with other professionals to safeguard children. The team complete training to keep their awareness of child protection issues up to date. Staff know the process to follow if they have a concern about a child. Safeguarding policies and procedures are kept up to date and are shared with all staff. The manager regularly checks staff's understanding of child protection through questions and team meetings. Safer recruitment and vetting processes are in place. This means that staff who have access to children have their suitability assessed.

What does the setting need to do to improve?

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

- improve the organisation of large-group times, so that all children can take part and contribute equally
- strengthen opportunities for children to learn about cultural diversity outside their own community.

Setting details

Unique reference number	EY480837
Local authority	Wigan
Inspection number	10233933
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	4 to 11
Total number of places	65
Number of children on roll	98
Name of registered person	Holly Tree Children's Nursery Ltd
Registered person unique reference number	RP533907
Telephone number	01695625780
Date of previous inspection	10 March 2017

Information about this early years setting

Holly Tree Pre-School And Trackers registered in 2015. The setting employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including two at level 6. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children and supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Denise Farrington

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the setting and has taken that into account in their evaluation of the setting.
- Children spoke 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 manager and inspector carried out a joint observation of a group activity.
- Parents spoke to the inspector and shared their views of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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