

Inspection of Hollingarth Day Nursery

1 Prospect Road, Barrow-in-Furness, Cumbria LA13 9AA

Inspection date: 7 June 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 thrive in this vibrant and thoughtfully resourced nursery. They eagerly approach the door, ready to start their day. Children enter with their parents via a fingerprint system, which helps to keep the nursery secure. Once in their age-specific rooms, staff support children to think about what they would like to do. They teach children how to access and use the resources. As a result, children happily engage in their learning. They talk to staff as they play. This helps staff to successfully build on children's current knowledge and extend their learning. Children feel secure to express their ideas. For example, when using play dough, they say, 'I want to make this longer.' Staff respond positively and help them to think about how to achieve their goals. Since the nursery reopened, following periods of closure during the COVID-19 pandemic, staff focus on teaching children how to play in small groups. Children behave well, and they calmly take turns during activities.

Children focus well when they are all together. Younger children enjoy joining in with the words and actions of songs. Pre-school children listen intently to stories. They think about the content and answer questions. Staff lead children in clapping their peers when they offer their thoughts. Consequently, children display positive self-esteem and eagerly participate. Children talk about their learning at home and tell their parents what they are good at.

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

- Leaders carefully plan a curriculum that helps children to progress from their different starting points. Staff in each room focus on children's interests to help them learn through play. For example, children in the baby room learn to reach out and move towards musical toys. They develop their muscle strength and confidence as they start to explore.
- Older children are well prepared for school. They independently select and use a range of equipment. Children talk to staff and their peers about what they plan to do. For example, they choose to use magnetic shapes to create a ladder for toy dinosaurs. Children enjoy praise and encouragement from the enthusiastic staff. They show confidence in their abilities and happily test out ideas.
- Staff in all rooms focus on promoting health. Parents appreciate the advice staff give them about children's diets and routines. Older children talk about healthy foods and identify where they come from. They know not to have too many sugary foods and understand the importance of staying hydrated. However, staff have not taught children about healthy limits for screen time. They do not know that too much time using technology can affect their health and well-being.
- Staff development is highly valued. Apprentices receive a high level of support from a dedicated member of staff. The manager acts as a mentor throughout

the nursery and promotes staff's continuing professional development. As a result, experienced staff understand what they teach very well. Staff have high expectations and ask questions that help children to build on what they know. For example, children use moulds to make sea creatures. They are challenged to describe them and talk about what else lives in the sea.

- Children with special educational needs and/or disabilities are actively included and supported. Staff seek advice from outside agencies to find ways of adapting to the needs of individual children. They source funding to provide resources that help children to make progress in different areas of learning. For instance, a sensory room provides a quiet area for focused interactions. Children learn to focus their attention and develop their communication skills.
- Staff regularly communicate with parents about what children are learning. Staff use online diaries to share plans and achievements. They offer suggestions for what parents can do to support learning at home. Parents upload their children's successes and adventures. Consequently, staff know children and their families very well. Parents also appreciate that staff take time to find out about their culture. Children feel a sense of belonging as staff hold thoughtful conversations with them about their activities and celebrations.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of abuse, including indications that children might be being exposed to radicalised views. There are effective recording procedures in place. Staff know how to report concerns and make timely referrals to access support for families. Those in management embed a culture of safeguarding, reminding staff that no concern is too small. Managers ensure that mandatory training is up to date. They regularly refresh staff's safeguarding knowledge in staff meetings. Staff are mindful of allergies. They list known allergens on the weekly menu. Different age groups have separate eating areas away from the main room. This helps to ensure that children only access food that is safe for them.

What does the setting need to do to improve?

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

- consider ways to incorporate messages about the appropriate use of screens as part of teaching children about health and well-being.

Setting details

Unique reference number	317378
Local authority	Cumbria
Inspection number	10234526
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	0 to 4
Total number of places	58
Number of children on roll	115
Name of registered person	Hollingarth Limited
Registered person unique reference number	RP909631
Telephone number	01229 836269
Date of previous inspection	28 October 2016

Information about this early years setting

Hollingarth Day Nursery opened in 1991 and is privately owned. The nursery employs 18 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and five hold qualifications at level 2. Other members of staff are working towards qualifications as part of their apprenticeship. The manager and her deputy hold early years professional status. The nursery benefits from two members of staff shared with its associate setting. These leaders oversee apprenticeship training and curriculum planning. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm.

Information about this inspection

Inspector

Susie Millward Sampson

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including documents relating to safeguarding, paediatric first aid and the suitability of staff.
- The inspector spoke with a new member of staff about induction and recruitment.
- The views of parents were considered by the inspector, in person and via telephone.
- The inspector observed interactions between the staff and the children throughout the day and evaluated the impact on children's learning.
- The manager and other leaders explained the curriculum to the inspector during a tour of 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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