

Inspection of Hollins Day Care

161 Hollins Road, Todmorden, Calderdale OL14 6QF

Inspection date: 21 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 arrive at the setting eager to enter and start their day. They are warmly greeted by caring and kind staff and settle quickly into the home-from-home environment provided. They form strong bonds with staff. As a result, children are happy, feel safe and display a strong sense of belonging.

Children develop good social skills. They are very well behaved, use good manners and take turns and share. Staff support this well through high expectations, positive reinforcement and a strong ethos of kind, loving attitudes. Children are encouraged to be kind and treat one another with respect and are praised for doing so. These personal qualities also show in their understanding of how to take care of animals and creatures in the environment, such as in the bug hotel in the field.

Children's independence is developing well. Staff encourage children to do things for themselves. For example, children put on their coats and shoes themselves when going outside. Children display a can-do attitude as they try to complete tasks themselves. They persevere with the activities on offer and can sustain their concentration. This helps to prepare children well for their move to school.

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

- Staff understand the value of the development of children's communication and language skills and offer effective support. Staff model language consistently well. They introduce new vocabulary, such as cocoon, caterpillar and chrysalis from their rich environment. They sing with children during many different points of the day, such as at group time and when children have their nappies changed. Staff ask children questions and give them the time they need to respond. This helps them to develop their confidence and speaking and listening skills.
- Staff know their children well. They accurately assess children's development to plan and provide activities that meet children's varying needs and abilities and build on the skills and knowledge they already have. Children in need of additional support are identified swiftly and relationships with external agencies are strong. As a result, children make good progress. However, at times, the needs of individual babies are overlooked. Activities for babies are not always age-appropriate, sufficiently stimulating or help them to develop their physical skills effectively.
- The development of children's mathematical skills is good. Children know the correct mathematical language to use as they compare sizes, such as smaller and larger. They are encouraged to count items in their environment as they play. As a result, children make good progress in their mathematical

development.

- Staff ensure that children learn how to lead a healthy lifestyle. Children learn to follow good hygiene routines, such as washing their hands before mealtimes. Staff discuss with children what healthy eating looks like and the importance of it.
- Owners and managers have a hands-on role within the setting. They are proactive, continually checking to ensure that the standards in the setting are of high quality. They take steps to improve provision when needed.
- Partnerships with parents are good. They speak highly of staff and praise them for settling their children in well. Parents discuss the good community feel and state they are well liked in the local area with a good reputation. Staff ensure regular contact is made with parents and that they are kept up to date with their children's progress. Staff sensitively educate and help parents if their child needs additional support, such as making referrals to speech and language professionals.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding and knowledge of signs and symptoms of abuse. They know how to report suspicions should they need to. Staff receive a robust induction when starting at the setting. For example, all staff undertake an online safeguarding course. Leaders have good working relationships with external support links, such as the local authority. They maintain close contact with wider professionals. Owners and managers are consistently on hand to maintain the high standards of the premises. For instance, they keep on top of any repairs needed to resources or furniture to ensure children learn in a safe setting.

What does the setting need to do to improve?

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

- plan and provide activities for babies that are age appropriate, stimulating and develops their physical skills more effectively.

Setting details

Unique reference number	EY420127
Local authority	Calderdale
Inspection number	10106541
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	50
Number of children on roll	116
Name of registered person	Ellis, Margaret
Registered person unique reference number	RP906793
Telephone number	01706 614389
Date of previous inspection	6 October 2015

Information about this early years setting

Hollins Day Care registered in 2011. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Brit Hubbard

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 the evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the setting.
- 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 an adult-led activity with the deputy manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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