

Inspection of Hugo and Holly Day Nursery

3 Brunswick Square, Gloucester, Gloucestershire GL1 1UG

Inspection date: 16 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children show their curiosity about the world in this vibrant and supportive nursery. They know where to find the toys, books and activities they want to use. Children are extremely happy as they confidently explore this highly stimulating environment. They use the extensive range of resources, becoming deeply involved, and investigate with their friends. Children use the natural and abundant materials, which include sliced wood in various sizes, plants and tyres, and herbs and water to collect, sort and combine with other materials. The children are creative. For example, in the outdoor classroom, children use balls as medicine to make their 'sisters better'.

The baby room is calm, active and busy, with activities that are easily accessible. Babies freely investigate and manipulate them, using their own imagination. For example, they use tubes as telescopes. Staff join in supporting babies to look out of the window to see squirrels, cars and trees. Toddlers are encouraged to develop a love of books. They listen to a range of stories in the home-made den. Toddlers show they remember the noises animals make as they say 'moo, says the cow' and 'quack, says the duck'.

Staff help children to achieve highly from their starting points. They swiftly identify any additional support that children may need. This approach enables all children to make the best possible progress. Children have their next steps identified, and the staff team know and share together what each child is expected to learn. Staff help children to learn, use and recall new knowledge. Presently, a strong focus of the pre-school curriculum is on the sharing of feelings. Children at many times throughout the day are encouraged to tell others how they are feeling and why. This helps children to think about their emotions and supports their well-being.

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

- The dedicated management team has a focus on success. Managers make sure that staff give the best support for children's overall development. They are an active and highly reflective management team who learn from experience, reaching decisions based upon their consideration of previous actions. There is a clear focus on continual development, the safety of children and staff and the flexible organisation of the nursery.
- Staff training and development is actively supported and promoted. Staff ask about what courses they can do to improve their knowledge. They note the brilliant support they get to extend and develop their learning. Staff strengths are recognised. This motivates staff, who say they love to work at the nursery. Staff comment that the setting feels like a family, and that they are happy and fulfilled. This supports the provision for offering high-quality learning and

outcomes for the children in their care.

- Developing children's language is a key focus of the staff team. They know how to promote child-centred opportunities using open-ended activities so children share their own ideas and interests. Staff speak and listen, as they value children's responses. Staff create an environment for talk as they comment, discuss and enable children to become more confident communicators. There is spontaneous singing and rhymes, shared joyfully in every room.
- Children are real decision makers. For example, after a group session, staff ask them to make choices about what to do next. Children understand about checking with their friends, and share their views. Staff act on children's choices, and they opt for free play instead of another story. This ably supports children's personal development and social skills. Staff comment that they want the children to be inspired and happy, to extensively build on their experiences and to develop into well-rounded, active learners.
- Parents speak very highly of the nursery. They comment on the extensive support and development of their children since they have been attending. Children's achievements and successes are shared regularly with parents through daily feedback, as well as more formal meetings to share children's progress and milestones.
- Staff who support children with special educational needs and/or disabilities (SEND) are experienced and effective. They work closely with families. Children receive the right external support. Consequently, children with SEND are excellently supported. They take a full part in activities, and staff are ambitious for them to achieve as highly as others.
- Toddlers learn about diversity when they listen to a story about difference, recognising that they have differently coloured eyes, hair and skin, and discussing this with staff.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all the necessary checks are made on staff to ensure that they are suitable to work with children. They have robust recruitment and induction processes. Staff discuss how each child is getting on. These meetings provide an opportunity for them to raise any concerns about a child's welfare. Staff are well trained to be alert to the signs that young children might be at risk from harm. Staff know who to go to if they have a worry or concern about a child. They know about whistle-blowing and would follow up to ensure that any concerns are acted upon. Children show they have preferred key staff they speak to, which ensures there is someone that children could share their worries with. Children are encouraged to engage in age-appropriate risk taking, enabling them to understand how to keep themselves safe.

Setting details

Unique reference number	EY275595
Local authority	Gloucestershire
Inspection number	10234767
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	1 to 4
Total number of places	55
Number of children on roll	65
Name of registered person	Hugo and Holly Day Nursery Partnership
Registered person unique reference number	RP521951
Telephone number	01452 310958
Date of previous inspection	17 October 2016

Information about this early years setting

Hugo and Holly Day Nursery registered in 2004. It is one of two nurseries in Gloucester run by a private partnership. The nursery opens all year round, from 8am to 6pm, excluding bank holidays. The nursery employs 13 members of staff. Of these, one has qualified teacher status, one has an early years qualification at level 6, two have a qualification at level 4, five are qualified to level 3 and three have a level 2 qualification. The nursery also employs a cook. The nursery follows the Reggio Emilia educational approach and provides funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector
Claire Cook

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 inspector spoke to staff, parents and children at appropriate times throughout the inspection.
- The manager and the inspector completed a joint observation of a group activity in the pre-school room.
- 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 completed a learning walk with the manager 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022