

Inspection of Hollies Loughborough Road Day Nursery

103 Loughborough Road, West Bridgford, Nottingham, Nottinghamshire NG2 7JX

Inspection date: 13 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly with their key person and have strong relationships with them. Children have confidence to explore their environment and the toys that are on offer. They seek a reassuring cuddle when needed. Younger children play hide and seek. Staff hide behind walls and let children find them, 'Boo!' staff say as children find them. Children giggle and put their hands up to their faces with excitement.

Children know the boundaries and behaviour expectations staff have for them. Older children all sit together with their high visibility jackets on ready to visit the woods, and, with adult prompts, recite the rules including, 'One, two, three, come to me.' Children are proud of themselves, toddlers clap at the end of their singing and say, 'Yay'. Older children persist as they untie and tie knots in materials around trees. They smile and say, 'I did it'. when they succeed.

Children make friendships and respect one another. Older children laugh as they splash water in a paddling pool together. They enjoy working together as a group, taking turns to create their own water slide, as they tip water out of buckets onto a slide as other children slide down.

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

- Leaders and managers have established a clear sequence of learning around what they want children to know, understand and be able to do. They support children to develop throughout their time in nursery and prepare them for transitions, for example, to school. This includes children who speak English as an additional language.
- Staff provide opportunities to support children to gain independence. For example, pre-school children get themselves ready to go outside, taking their shoes off and changing into their swimwear. They pour their own drinks and serve themselves using large spoons at lunchtime. Younger children feed themselves using cutlery, and babies are encouraged to use spoons as well as feeding themselves with their fingers.
- Staff support children to understand emotions. Staff read to children and children point to characters showing different emotions. Staff ask children how the characters are feeling. Pre-school children comment, 'They feel sad.' Staff encourage children to show the different emotions using their faces. Children make angry, scared and sad faces and talk about how to make the characters in the story happy again.
- Staff understand how to support the development of children's physical skills. The youngest children are encouraged to move around bare foot to support posture and muscle growth. They climb up small steps and slide on the indoor

slide. Toddlers stand up and join in with a session led by external providers, they wiggle their fingers up high, pretend to tickle their toes, and move their bodies to songs. Pre-school children climb onto a tyre swing and independently spin and swing on it.

- Staff support children to explore the world around them. They talk to children about planting, growing and caring for different plants. Pre-school children water the plants and tell visitors that they are watering plants, 'because they need lots of water, to grow'.
- Staff feel well supported by leaders and managers. They have access to a wide range of training and support for their own well-being. Leaders and managers provide regular meetings and supervisions to plan staff development. They use videos to review practice and support staff to develop further.
- Parents share that they receive regular information about their child's day through an online system. They add that this helps them to extend learning at home. For example, staff make short videos of themselves using simple sign language with their hands. They share these with parents. Parents comment that they use these with their children to help them request drinks at home.
- Staff generally introduce children to new skills, knowledge and vocabulary. For example, outside toddlers are encouraged to, 'shake, shake, shake,' and, 'squeeze', paint out of bottles to create marks on large pieces of paper and then use sticks to make different marks. However, this is not consistent. Some staff lack confidence to interact with children when children play independently, for example, younger children sit and observe other children playing, but staff do not talk to them about what they are seeing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have strong knowledge about the signs and symptoms of abuse. This supports them to make referrals if needed, in order to keep children and their families safe. Leaders, managers and staff attend safeguarding training, which supports their knowledge of issues in society, such as extremism and radicalisation. Leaders and managers ensure new staff's suitability through appropriate recruitment checks, and check current staff's ongoing suitability regularly. Leaders and managers also check external providers that they use to ensure they are suitable. Leaders, managers and staff ensure the safety of equipment and spaces through risk assessments.

What does the setting need to do to improve?

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

- support staff to develop their interactions with children further, to build on children's existing skills, knowledge and vocabulary.

Setting details

Unique reference number	2560535
Local authority	Nottinghamshire County Council
Inspection number	10205575
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	64
Number of children on roll	80
Name of registered person	Hollies Day Nurseries Ltd
Registered person unique reference number	2560531
Telephone number	01159608700
Date of previous inspection	Not applicable

Information about this early years setting

Hollies Loughborough Road Day Nursery registered in 2019. The nursery employs 17 members of childcare staff. Of these, five hold a level 2 early years qualification, seven hold level 3 early years qualification and one holds a level 6 early years qualification. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery offers two-, three- and four-year-old funded nursery places.

Information about this inspection

Inspector

Alice Anders

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated 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 inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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