

Inspection of Holly Trees Nursery

Newland Street, Witham, Essex CM8 2AS

Inspection date:

22 February 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle easily on arrival. They eagerly seek out their key person to share their news from home. Babies enjoy a nurturing environment with music, singing and plenty of cuddles. This helps them to feel reassured. Toddlers show growing independence. They take the lead in removing their shoes and hanging up their coats after playing outdoors. Children with special educational needs and/or disabilities form strong bonds with their key person. With support, they begin to initiate play with others.

Children have regular opportunities to be active and enhance their physical development, particularly during outdoor play. They skilfully adjust their balance when carefully walking across a pile of large logs or stacked wooden pallets. Older children are keen to join in with regular yoga sessions. They listen carefully to the instructions and make good attempts to bend and stretch into the various poses.

Children, including those who speak English as an additional language, make good progress in their communication and language skills. Older children select familiar books and listen well to stories. Babies express themselves confidently. For example, they make louder sounds when they would like to splash in the water. Children develop a secure understanding of how to behave appropriately.

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

- The management team and staff have high expectations for children's learning. They have worked hard to review and improve the quality of the provision since the last inspection. Assessment is used more effectively across the nursery. Staff have strengthened their understanding of what children need to learn next. They plan activities carefully to ensure all children are supported to make good progress.
- There is a secure focus on developing children's communication skills. Staff model the use of spoken English well. For example, they introduce new vocabulary when children pretend to fix a chair. Children are reminded of the correct pronunciation when they use new words in their play. This helps them to become confident communicators, including children who speak English as an additional language.
- Staff get to know the children well. They support babies and children to develop a strong sense of belonging at the nursery. For example, toddlers enjoy sharing a display of photos from home and proudly talk to staff about their family.
- Throughout the nursery, staff support children's understanding of the importance of being active, healthy and hygienic. During mealtimes, staff explain to children about why particular foods are good for them. Children also engage in a fun toothbrushing activity to promote awareness of the importance of oral

hygiene.

- Staff manage children's behaviour appropriately. They teach children how to follow positive rules at nursery, such as using their 'walking feet' indoors and being kind to each other. Children are taught how to use equipment safely. For example, staff show children how to carry two garden trowels in a safe way.
- Communication with parents is a strength. The management team offers a wide range of information to parents about the curriculum and special events. Parents look forward to reading the regular newsletters and sharing the observations of their children's learning through an online app. This helps parents to have a good understanding of their children's progress and how they can help to extend their children's learning at home.
- The management team effectively oversees the quality of the provision. Staff performance and well-being are closely monitored. Overall, this has had a positive impact on the quality of children's learning experiences since the last inspection. However, on occasion, staff are slow to adjust daily routines when children are already deeply engaged in a chosen activity. This means that children's play is sometimes interrupted and their learning is not extended to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of their responsibility to protect children from harm. Staff have a good understanding of the referral procedures to follow should they have concerns about the welfare of a child. They demonstrate a secure knowledge of a wide range of issues relating to safeguarding children. Staff are proactive in sharing information with parents about safeguarding matters, such as online safety. The management team completes regular supervision meetings to help monitor staff's ongoing suitability to work with children. Managers make sure robust checks are carried out before new staff are recruited.

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 adapt and reshape planned activities and daily routines, to fully maximise children's engagement and enjoyment in their learning.

Setting details

Unique reference number	2563245
Local authority	Essex
Inspection number	10232638
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	142
Number of children on roll	73
Name of registered person	Holly Trees Montessori Limited
Registered person unique reference number	2563244
Telephone number	01376 514333
Date of previous inspection	2 March 2022

Information about this early years setting

Holly Trees Nursery registered in 2020. The nursery employs 19 members of childcare staff and a chef. Of these, 13 hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Sarah Clements
Karen Harris

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the nursery and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspectors observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and an inspector jointly observed and evaluated a small-group activity in the baby room.
- Children told the inspectors about their friends and what they like to do when they are at nursery.
- Parents shared their views with the inspectors and the inspectors took these into account.
- Members of the management team and the inspectors held a meeting together. The inspectors viewed a sample of documentation, including evidence of staff's qualifications, training and suitability.

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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