

Inspection of Hollies Mapperley South Day Nursery

150-152 Porchester Road, Nottingham NG3 6LB

Inspection date: 21 April 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 | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children settle quickly at the setting because staff are nurturing and caring. Staff support babies to feel safe and secure. They are attentive to their needs, offering reassurance, comfort and cuddles. Children develop positive attitudes to learning through good relationships with staff who know them well and understand what they are interested in learning about. Children are becoming independent in their play as they make their own choices about what they want to play with. They then invite staff and other children to join in their games.

There is a strong focus on children's communication skills throughout the setting. Staff provide activities and experiences to support children's language development from an early age. Babies select books to share with staff. They help to turn the pages and start to repeat familiar words in the story. Toddler children enjoy taking part in circle time. Staff provide them with props that represent a familiar rhyme. Children join in with the actions and clap with excitement at the end of the rhyme. This helps to promote children's listening and attention skills and builds their confidence in small-group activities. Pre-school children use their recall skills during play. They chat with staff and friends about their morning at forest school and how they were searching for dinosaur footprints in the wood.

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

- Children learn to be independent from an early age. They have ample opportunities to practise and manage their self-care skills. For instance, babies are learning to drink from cups and to use a spoon to feed themselves. Toddler children remove their coats and wellington boots. They hang up their belongings, which is recognised and praised by staff. Older children serve their own food and drinks. They also clear away plates and cutlery when finished with their meal.
- Staff know their key children well and provide activities that support their learning. For example, following a visit to forest school, staff and children engage in a discussion about different footprints they saw in the woods. They then participate in an activity to make salt dough. Children use their counting skills to ensure they have the correct amount of ingredients and relate the process to when they baked cakes. They select their favourite dinosaur and make footprints in the dough. This sequenced learning helps to stretch children's knowledge and understanding.
- Leaders oversee the staff's assessments of children's progress. They work together to identify any gaps in children's learning or potential developmental delays. Overall, children with special educational needs and/or disabilities (SEND) are well supported. Staff liaise with parents frequently to share information to maintain a consistent approach. That said, strategies to engage

parents with plans for supporting SEND children are not always successful.

- Staff are positive role models to children. Children learn to take turns, share and cooperate with others. For example, during a water play activity, children patiently wait their turn to use a water shooter to hit a target. When successful, staff and children cheer and give a 'high five' to celebrate. However, there are times that older children struggle to regulate their behaviour and staff are not always consistent in their approach. This can lead to children not understanding what is expected of them.
- Leaders provide strong and effective support for staff. They seek out external services for them to use for advice and guidance. Apprentices comment how they feel well supported, and leaders arrange time for them to study and link with other learners. Regular supervision meetings are held between staff and leaders to discuss training needs and professional development. As a result, staff morale is high, and they feel listened to and valued.
- Parents are complimentary about the nursery. They feel that managers and staff know their children well. Parents comment that their children are making good progress and have increased their speaking skills and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know their role and responsibility to keep children safe. They have a thorough understanding of the signs which could mean a child is at risk of harm. Staff know the correct process to follow when raising safeguarding concerns. They are all aware of the setting's whistle-blowing procedure and how to report any allegations made against staff. The manager follows safer recruitment processes to ensure all staff working with children are suitable. Risk assessments are thorough, and staff are vigilant when checking that the environment is safe and secure.

What does the setting need to do to improve?

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

- build on the strategies that are in place to engage parents with plans to support children with SEND
- develop staff's awareness of how to provide children with consistent messages and support so that children understand and better manage their behaviour.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | 2680676 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10284233 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 72 |
| Number of children on roll | 72 |
| Name of registered person | Hollies Day Nurseries Ltd |
| Registered person unique reference number | 2560531 |
| Telephone number | 0115 960 8700 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Hollies Mapperley South Day Nursery registered in 2022 and is located in Mapperley Nottingham. The nursery employs 17 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 2 or above. It opens from 7.30am to 6pm Monday to Friday, closing for a week in May, a week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Langley

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and management completed a learning walk together. The inspector spoke with management to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- 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.

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 2023