

Inspection of Hollins Wood Childcare

Hollins Lane, Marple Bridge, Stockport, Cheshire SK6 5BB

Inspection date: 4 May 2023

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 thrive at this large, well-organised nursery. The leadership team have considered the needs of the children and families in the local area. They have created home-from-home environments, where children develop close bonds with the staff. Leaders have developed an ambitious curriculum that supports all children to make good progress. Routines are embedded, and children understand what is happening next in their day. For babies, their routines often mirror those at home. Children smile and wave as they come into the room from outdoors. This creates a warm atmosphere throughout the nursery and helps contribute to children feeling safe and secure.

Behaviour is good. Staff encourage children to take turns, show kindness and wait patiently. Older children squeal with glee as they spray water from bottles. They ask each other politely, 'Please can I have a turn?' Children have many opportunities to develop their independence and freely explore the well-designed environments. They become deeply involved in their play in the indoor sandpits. They extend their ideas to include construction materials strategically placed nearby. Children are confident communicators. They happily chat to visitors and explain that they are making crowns 'like the king and queen wear'.

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

- Staff plan learning opportunities that capture children's attention. For example, they use a parachute and bounce balls inside it. Young children are intrigued with what is happening. They crawl across the room to retrieve the balls for them to do it again. Older children grow their own beanstalks. They talk about how to plant a bean and explain it will need 'soil, sunshine and water to grow'. These high-quality learning experiences excite and motivate children to learn.
- Staff sing songs and rhymes and share books with children. They plan keywords for younger children to hear, such as 'blow', 'splash' and 'bubbles,' as they explore water and foam. However, younger children are sometimes asked lots of questions in quick succession. They are not given enough time to provide the answer. As a result, children's spoken language and thinking skills are not maximised.
- The manager has a clear vision of preparing children for each new stage of their education. For example, younger children move to the next room in friendship groups. This gives them the confidence and support they need to settle in quickly. Older children role play dressing up in their new school uniforms. They talk about which school they will be going to and who is going with them. This preparation helps them make a strong, confident start to school.
- Overall, staff generally promote good hygiene practices across the nursery. Children wash their hands before eating lunch, and they wash their faces after

meals. However, arrangements at snack time are not as robust. For example, fruit is available in one large bowl or on a single tray and serving tools are not always provided. As a result, large numbers of children use their hands to touch the fruit when selecting their own. This increases the risk of cross-infection for children.

- Parents appreciate the dedication and care of the staff team. Staff share and extend learning via the parent app and through face-to-face conversations. Parents and staff work together to provide consistency in learning. For example, staff share practical tips that support toilet training or positive behaviour at home. This approach helps children achieve independence in their self-care quickly.
- The special educational needs coordinator is passionate about supporting children with special educational needs and/or disabilities. Staff use their secure knowledge of child development and assessment tools to identify delays or concerns early. Parents attend regular meetings with other professionals and targeted plans are put in place. As a result of these partnerships, children make the best possible progress.
- Additional funding is spent with integrity. For example, children receive individual speech and language therapy sessions on site. This intervention helps to ensure that children avoid long waiting lists and get timely support.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in discussing the steps they take to keep children safe. They know the correct procedures to follow, including who to contact if they are concerned about a child's welfare. They carry out daily risk assessments on rooms and prepare well for outings. Furthermore, accidents and incidents are closely monitored. As a result, they adapt spaces and update their policies to minimise risks on the premises. Staff have a thorough understanding of their responsibilities in keeping children safe when they are sleeping. They have robust systems in place, which they have developed with learning from child safeguarding practice reviews.

What does the setting need to do to improve?

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

- review routines during snack time to further promote children's good health and hygiene
- consider ways to maximise opportunities for younger children to extend their language and thinking skills.

Setting details

Unique reference number	EY395123
Local authority	Stockport
Inspection number	10280580
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	150
Number of children on roll	169
Name of registered person	Hollins Wood Limited
Registered person unique reference number	RP908057
Telephone number	01614498800
Date of previous inspection	29 August 2017

Information about this early years setting

Hollins Wood Childcare registered in 2009. There are 55 members of childcare staff employed. Of these, four hold qualified teacher status and three hold early years teacher status. There is one member of staff who holds an appropriate early years qualification at level 6, one at level 5 and 24 at level 3. The nursery opens from 7.15am to 6pm, Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachel McHugh
Kellie Lever

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their 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.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.

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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