

Inspection of Holly Lane Day Nursery

Scout Association, Scout & Guide Headquarters, Holly Lane, Balsall Common,
COVENTRY CV7 7EA

Inspection date: 17 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and have good relationships with their key person. Parents and children are greeted warmly as they arrive. Children settle quickly and begin to play. They make good progress in their learning and demonstrate they are secure in their surroundings. Children explore the different learning areas with confidence and this enhances their independence.

Children enjoy activities and local visits, which provide a wide range of experiences. For example, they enjoy local walks to the farm and community library. As the children play in a large field nearby, they collect natural objects to explore on their return to the nursery. These resources, which include leaves and sticks, are then used by the children in painting activities to make marks. Children are able to use their imagination as they decide to print or paint with the leaves. Children create their own pictures, exploring the objects freely as they play.

Children benefit greatly from the routines in place. They help to tidy their own resources away and enjoy coming together to sing action songs at the end of a session. Children copy adults as they listen and follow instructions. For example, they stomp their feet, clap their hands and pat heads as they listen to the song. This helps children learn to become aware of the different parts of their body.

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

- Leaders and managers support the staff very well. They receive regular policy updates and access a range of training opportunities. Staff comment they feel supported in their roles and can discuss any concerns. Leaders and managers work with staff to improve their practice. They agree targets from observations to improve their teaching.
- Staff understand the importance of developing children's communication and language skills. Staff speak clearly and introduce new words. For example, as they talk about dinosaurs' teeth, they use the word 'spiky'. Children enjoy listening to stories and books with their key person. Staff show babies how to turn the pages in a book and they discuss the pictures as they share the story.
- The nursery has a clear, well-sequenced curriculum in place for what they want children to learn. However, occasionally, some staff interactions do not extend the older children's learning and development fully. For example, staff do not consistently support children to develop their knowledge further through discussions and asking further questions.
- Parents are complimentary about the nursery provision. They comment about the 'friendly and caring' staff. Parents receive regular updates on their child's learning and development. Also, they receive newsletters that focus on activities and future events. The nursery provides informative workshops. These help

parents to understand the curriculum and how they can help their child at home.

- Children develop skills to support their independence from an early age. Staff encourage babies to manage small tasks, such as wiping their own face after eating. Older children start to pour water from a small jug at lunchtime and also try to put on their aprons by themselves when they paint. This helps to prepare children for the next stage of their development.
- Staff are good role models. They offer lots of praise when children are kind to their friends, for example when they say 'thank you' to their friends. Staff then comment 'that is a kind thing to say'. Children learn to share and take turns with resources and toys. They play well together and begin to form friendships in nursery.
- Children gain good physical skills. For example, babies learn to climb, balance and develop control as they explore a small climbing frame. They are confident as they play on large, soft cushions. Babies try to balance and giggle as they fall down, they then get up and try again. Also, children develop good small muscle control as they squeeze, pull and roll dough. Older children use tweezers to pick up objects and also complete puzzles. They also draw with chalks, which helps to develop their hand and finger muscles as they draw shapes.
- The nursery promotes children being healthy and safe. Children enjoy nutritious meals and snacks and staff discuss the importance of healthy choices and regular exercise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know and understand their roles to safeguard children. They know how to identify any concerns they may have about children or staff, and how to report them. Leaders have robust recruitment procedures in place. They continue to check the ongoing suitability of all staff who work with children. Staff teach children to recognise and understand risks. For example, when they walk to the nearby field, children learn the importance of road safety. Staff complete daily risk assessments to minimise any potential risks to children. Effective security arrangements ensure that any unauthorised visitors cannot enter the building.

What does the setting need to do to improve?

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

- enhance the opportunities to challenge older children in their play and offer further teaching to extend their learning.

Setting details

Unique reference number	EY431865
Local authority	Solihull
Inspection number	10285948
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 3
Total number of places	27
Number of children on roll	34
Name of registered person	Pathways Nurseries and Childcare Centres Limited
Registered person unique reference number	RP905164
Telephone number	01676 532886
Date of previous inspection	25 October 2017

Information about this early years setting

Holly Lane Day Nursery registered in 2012. The nursery is located in Balsall Common, Coventry and is part of a group of four other nurseries in the local area. The provider employs 11 members of childcare staff. The provider holds qualified teacher status and early years professional status. Of the remaining staff, two members of staff hold an appropriate early years qualification at level 6, and eight staff hold qualifications at levels 3 to 5. One member of staff is unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

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 viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the director and manager about the leadership and management of the setting.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several 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.

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