

# Inspection of Holbourn House Day Nursery

Holbourn House Day Nursery, The Old School, Dodford, Northampton,  
Northamptonshire NN7 4SX

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Inspection date: 17 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children cheerfully arrive at this welcoming nursery. They have strong attachments with their key person, demonstrating that they feel safe and happy. Children can choose to play inside or out. They develop their large-muscle skills outside as they run up and down ramps while rolling diggers. Children climb the steps to the slide and balance on the swings. Babies crawl on rugs outside, and staff teach them simple words as they explore and push toy vehicles. Children sit on logs during forest school sessions and drink hot chocolate as they join conversations with the caring staff. They use their imaginations as they pretend to be hairdressers in the garden, and staff support them to take turns brushing each other's hair.

Older children are supported to learn about the wider world and the local community. They join in with dance and yoga classes and learn about the home countries of staff members, such as Indonesia. Children understand staff expectations. They know to put their shoes back on after playing in the sand hut, and staff support them to fasten the straps for themselves. Children follow staff instructions to make a line ready to go indoors for lunch. They know to clear their cups and plates away after eating.

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

- Staff support children to use their imaginations to enjoy books and create stories. For example, as children listen to a story about a bear, they work together to collect leaves, bark, bottles and boxes for a bear's picnic in the garden. Children develop their imaginations as they respond, shouting, 'We hear it', as staff encourage them to listen for the bear. The children pretend the bear is on its way as they run around the garden together collecting pretend food.
- Staff plan many experiences to support all the areas of children's learning, including regular trips to forest school. During these sessions, older children develop their physical skills as they learn to climb trees. They learn to manage appropriate risks, as staff support them to climb safely. Children develop their small-muscle skills as they squeeze water sprayers and pretend to put out a campfire. Children with special educational needs and/or disabilities (SEND) make good progress, as they are included and well supported by staff.
- Staff support children to understand their behaviour expectations. They help younger children to take turns as they sit in a circle and take the lid off a box to see what is inside. Older children listen to instructions to hold a parachute. They learn to work together as a team as they keep balls rolling on the parachute. Staff support children to wait for their turn to collect the balls as they roll off.
- Staff support older children to talk about their feelings as they have conversations about what makes them happy. Babies and younger children confidently join in with group singing. They wave and throw scarves into the air

and smile as they hide underneath them. However, staff interrupt younger children's learning during singing sessions, as they want to carry out care routines. They do not always explain what is happening, which results in some children becoming unsettled.

- The manager shares a clear vision of how she expects staff to deliver the curriculum, such as supporting children with choices and outdoor learning. She meets with other professionals to reflect on practice and discuss new planning ideas. The manager involves families in various events, such as Easter egg hunts. She is passionate about creating a family feeling and encourages younger and older children to play together. Staff state that they feel well supported. The manager shares training with staff, provides monthly practice meetings and shares general updates.
- Parents speak of how happy they are and of the approachable staff. Parents know what their children are learning while at nursery, and staff involve them in discussing their children's next steps. Parents talk of good communication with staff and speak of play being at the heart of their children's learning. Parents of children with SEND report that staff ensure their children's needs are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding. They know the signs of abuse to look for and their responsibilities in keeping children safe. Staff are confident in recording and reporting any concerns to the relevant professionals. They have knowledge of local safeguarding concerns, such as radicalisation, county lines and female genital mutilation. Staff attend regular training to keep their safeguarding knowledge up to date. The nursery is secure, and safe visitor procedures are followed by staff. Staff speak to children about road safety when on outings. Staff check the environment to ensure a safe place for children to play. They follow procedures to ensure children who have any allergies have their needs met.

## **What does the setting need to do to improve?**

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

- improve how daily routine activities are planned and organised to ensure children's learning is not interrupted and their emotional security is assured.

## Setting details

<b>Unique reference number</b>	220246
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10276674
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Bernadette Martin and Clifford Martin Partnership
<b>Registered person unique reference number</b>	RP908087
<b>Telephone number</b>	01327 340760
<b>Date of previous inspection</b>	27 July 2017

## Information about this early years setting

Holbourn House Day Nursery registered in 1990 and is in Dodford, Northamptonshire. The nursery employs 17 members of childcare staff. Of these, 12 members of staff hold appropriate early years qualifications between levels 3 and 6, including four with qualified teacher status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Winterton

## 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- 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.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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