

Inspection of Hollin Nursery

Hollin Children's Centre, Tintern Road, Middleton, MANCHESTER M24 6JP

Inspection date: 2 October 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

Staff form loving and nurturing bonds with the children. They have created an environment where children are confident to explore and express themselves freely. Staff provide children with a range of experiences that give them opportunities to make choices and build their independence. Throughout the nursery, children can be heard giggling and socialising with staff. They are forming strong and secure relationships.

Staff implement a broad and interesting curriculum that engages children in learning. Babies develop their hand muscles as staff encourage them to freely explore paint. Older children investigate autumn resources with a member of staff as they learn about ordering objects by size. Children proudly express their understanding as they explain how their pumpkin 'is the middle one'. Children demonstrate enthusiasm in learning new things.

Staff encourage children to develop positive interactions with others. From a young age, children are encouraged to be kind to their peers. Staff teach children skills, such as turn taking and sharing, as they play with their friends in the sand. They help children to understand how to manage their own behaviour through positive reinforcement. For example, children show pride when they receive a sticker on the 'happy sunshine' for good behaviour. Children behave well.

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

- The manager has designed a curriculum that prepares children for the next stage in their learning. Staff implement this well. They introduce a range of experiences to support children to build on their prior learning. For example, when a toy car gets stuck in the garage, staff encourage children to think critically about how they might get it out. All children are making good progress.
- Overall, staff promote children's communication and language well. Staff read stories with babies, encouraging them to say key words as they point to them. They expose older children to a social environment and ask them purposeful questions that encourage them to explain their understanding. However, staff do not consistently model language to a high standard. This results in children not always being able to hear all the sounds in words clearly.
- Children who speak English as an additional language are supported in a range of ways. For example, staff learn familiar words and use pictures to support children's understanding. The manager and staff use different techniques to be able to communicate with parents. As such, parents are aware of how their children are developing and are able to discuss their care needs. As a result, children settle well and are developing new vocabulary.
- Staff provide children with a variety of awe-inspiring experiences. They teach

children about the world around them through trips into the local community. Children learn about floating and sinking as they experiment with objects in the river. They develop their physical skills from fun activities in the forest. Children are developing positive attitudes to learning.

- There is an effective key-person system in place. Staff create a calm and loving environment for children. Throughout the nursery, children beam with smiling faces as they interact with their key person. Staff spend quality time working with their key children to form strong bonds and build on their development. Children display feelings of safety and security.
- The manager continually reflects on ways to improve the nursery. She spends a lot of time working in the rooms, modelling practice and observing how the curriculum is being implemented for the children. Training and staff progression are at the very heart of this nursery. Consequently, this has led to a reflective team, which consistently works to improve the outcomes for children.
- Parent partnerships are a strength of this nursery. Parents have a good understanding of what their children are learning and feel well supported. Staff provide parents with a range of advice and guidance, such as ideas to develop learning at home and ways to support their children's health and well-being. This results in effective continuity in the children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

The manager has ensured that all staff working directly with the children are paediatric first-aid trained. This means that there is always someone available to swiftly support children if they have an accident. The manager has recently reviewed the setting's risk assessments for the environment to ensure that any risks to children are minimised. Staff have reflected positively on how they deploy themselves and have developed this further to ensure that children are always well supervised. For example, if a member of staff leaves the room to change a child's nappy, they will inform other staff so that they can redeploy themselves effectively, to meet the needs of the children.

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 consistently and clearly model the correct sounds in words to enhance children's communication and language development.

Setting details

Unique reference number	EY294443
Local authority	Rochdale
Inspection number	10310494
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	1 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	Hollin Nursery Community Interest Company
Registered person unique reference number	RP535306
Telephone number	0161 655 4429
Date of previous inspection	22 June 2018

Information about this early years setting

Hollin Nursery registered in 2005 and is located in Middleton. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Buckley

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 early years professional and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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