

# Inspection of Holders Farm Kindergarten

43 Osea Way, Springfield, Chelmsford, Essex CM1 6JS

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Inspection date: 5 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff work closely with parents to ensure they have relevant information about the children. This ensures they plan appropriate next steps for children's development. Effective procedures for tracking children's progress are in place. This means that gaps in children's development are recognised and acted on. As a result, all children, including children with special educational needs and/or disabilities (SEND), make progress.

Staff spend time teaching the children new skills. They show them how to set up and play a bowling game. They take the time to show the children how to arrange the pins and roll the ball correctly. Staff guide the children on how to use the cutters when they are using the play dough. This helps children to be successful in their chosen activities. Children continue to use these resources successfully when the adult withdraws.

Staff provide activities that develop children's physical skills. Children demonstrate good coordination as they practise throwing and rolling balls to each other. They can skilfully climb the steps of the slide and manoeuvre their bodies when they reach the top. Staff have identified that children need extra support with their fine motor development. As a result, they have added resources to the continuous provision to allow children to practise their fine motor skills throughout the day.

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

- There have been clear improvements since the last inspection. Leaders have addressed the weaknesses identified and continue to evaluate the quality of the provision. They have welcomed support from their local authority advisers. They have taken part in schemes designed to improve outcomes for children. They have carefully considered the current cohort of children and make sure that the environment and routines meet their needs.
- Staff have improved the opportunities they provide for children to become independent with their self-care skills. Children are encouraged to put on their shoes and zip up their coats when they go into the garden. At mealtimes, they wash their own hands and open their own lunch boxes, knowing to eat their sandwiches before any treats. Staff ask children if they would like help with tasks before they support them. This gives children the opportunity to persevere with tasks independently if they wish.
- Staff have implemented positive behaviour strategies. When children need to be reminded about the rules, the reasons behind them are explained. This ensures children understand why the rules are in place and learn how to self-regulate their behaviour. As a result, children know what is expected of them and are well behaved. Children play cooperatively with each other, and share and take

turns with minimal support. For example, when children join the play dough activity, their friends happily give them some of their play dough to use. Children are praised for this positive behaviour.

- Staff have meaningful conversations with children that are personal and individual to the child's needs. Staff use these interactions to provide information to further children's knowledge and understanding. However, when staff ask children questions, this is mainly to test their current knowledge rather than to encourage children to think critically or voice their own ideas and suggestions.
- The manager has built strong partnerships with parents. Staff are aware of the needs of the local community and individual families. This allows them to support children and families appropriately. As a result, parents speak very highly of the nursery. Parents of children with SEND comment on the invaluable support and guidance they receive from the setting. Parents are kept fully up to date regarding their child's development and are kept informed about how best to support their children's learning at home.
- Staff are well supported by the manager and value the support they receive from her. Effective supervision and coaching methods are in place at the nursery to help staff make continual improvements to their practice. Staff morale is high and teamwork is effective. This means that children are cared for by happy and motivated staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern about a child's well-being. They know how to report concerns to an appropriate professional. There is a robust recruitment and induction procedure in place. Staff complete regular safeguarding training to keep their knowledge up to date. Safeguarding is discussed during supervisions and at staff meetings. Staff are aware of safeguarding issues such as female genital mutilation and county lines. Appropriate accident reporting procedures are in place.

## **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 develop their interaction skills to extend children's critical thinking skills.

## Setting details

<b>Unique reference number</b>	203670
<b>Local authority</b>	Essex
<b>Inspection number</b>	10261309
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Colyer, Pauline
<b>Registered person unique reference number</b>	RP512613
<b>Telephone number</b>	01245 262593
<b>Date of previous inspection</b>	14 October 2022

## Information about this early years setting

Holders Farm Kindergarten registered in 1997. The kindergarten employs seven members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3. The kindergarten opens from Monday to Friday, during school term times. Sessions are from 9.30am to 3.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## Inspection activities

- The inspector discussed any continued 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 the children to learn.
- Children spoke to/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 SEND.
- 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 and the deputy manager carried out a joint observation of a communication and language activity.
- Parents and grandparents shared their views of the nursery with the inspector.

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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