

# Inspection of The Chase Holland Park

Holland Park Primary School, Holland Road, Clacton On Sea CO15 6NG

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Inspection date: 14 November 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited to start their day. They are warmly welcomed by staff who are genuinely pleased to see them. The staff invest time in getting to know the children and their families and successfully use assessments to plan a varied curriculum that supports children's interests and what they need to learn next. Children show great enthusiasm and curiosity to explore the activities on offer. Children relish the outdoor learning environment. They are confident speakers and excitedly tell visitors at the nursery about the bugs they find. They learn new words to develop their conversational skills as they explain that a 'centipede' has run away. They take care trying to find bugs and describe what the bugs need to survive.

Caring and positive bonds have been established between the children and their key person. Staff are committed to ensuring the nursery is a welcoming and child-friendly environment in which to learn. As a result, children demonstrate that they feel safe, are confident and comfortable. Children's fine motor skills are strengthened as they participate in daily sensory activities, such as 'disco dough'. They giggle and happily dance to music as they manipulate the dough in their hands. This helps to develop their pencil grip which, in turn, helps to develop their writing skills.

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

- The quality of teaching is good and children make good progress. They benefit from a broad and interesting curriculum. The staff effectively follow the children's interests and ideas when planning activities. They know the children well and use initial assessments to ensure they know what the children need to learn next and provide appropriate challenges to extend their learning further.
- Parents speak positively of the care and education their children receive. They comment that the staff are 'amazing'. They feel fully supported by the managers and speak fondly of their children's key person. Parents discuss how easily their children settle and are excited to attend. They comment that communication is excellent and fully appreciate the support they receive.
- Babies are cared for by attentive and nurturing staff. Babies relish their time outdoors and are fully supported as they master the skill of using the slide. They receive ample praise for their achievements. Staff are respectful of the babies as they gently suggest they may wipe their nose or hands. Children's individual routines are respected, and staff are mindful that babies need to wake from a sleep at their own pace. They are offered 'foot massages' in the calm room. Soothing music is played to help them wake happy and ready for the afternoon.
- The management team has high expectations for the staff and the children. The team recognises the importance of ongoing training and the impact this has to

promote positive outcomes for children. Staff are fully supported in their own professional development. Staff are also supported through supervision and the manager's positive engagement with her team. Their well-being is considered, and all staff members say they feel valued.

- The nursery is fully inclusive, and activities are planned to ensure all children can participate. The special educational needs coordinator is knowledgeable of her role. She effectively engages with parents and other agencies involved with the children to ensure all children receive the support they need to make good progress.
- Children help themselves to quality resources from accessible units. They confidently initiate their own play and are constantly busy and demonstrate an enthusiasm to learn. Children understand the expectations, and, overall, behaviour is good. However, on occasions they are not encouraged to tidy away their resources, when they have finished, in order to learn about taking care of the things that they use.
- The staff are skilful in their interactions and engage children in meaningful conversation. They have a clear comprehension about how children develop their conversation skills and introduce some new words to increase their vocabulary. Staff provide many opportunities throughout the day for singing, which children thoroughly enjoy. They consistently use songs to support children's language development. However, on some occasions, staff do not ask questions to encourage children to think critically and solve problems, particularly during mealtimes and when children ask for help dressing.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children learn through everyday routines and planned activities about how to stay healthy, safe and manage risks, by staff who support and guide them. The manager and her team demonstrate a good knowledge of how to keep children safe. They understand their individual responsibilities to ensure children's welfare. Staff are confident in the procedure to follow should they have a concern regarding a child's well-being. A robust recruitment and induction procedure ensures that children are cared for by staff who are suitable to do so. Completion of safeguarding training, including about the whistle-blowing policy, and the 'Prevent' duty, is a priority.

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

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

- help children to understand how to take more care of their environment and resources, particularly when they are leading their own play
- use effective questioning techniques to extend children's language, helping them

to think critically and solve problems independently.

## Setting details

<b>Unique reference number</b>	EY493102
<b>Local authority</b>	Essex
<b>Inspection number</b>	10304838
<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>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Chase Nurseries Limited
<b>Registered person unique reference number</b>	RP905864
<b>Telephone number</b>	01255 425 899
<b>Date of previous inspection</b>	2 February 2018

## Information about this early years setting

The Chase Holland Park registered in 2015. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, for 48 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hartigan

## 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 and manager completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspectors with written and verbal feedback.
- A meeting was held between the inspector, managers and area manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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