

Inspection of Spring Hollies

Hollies Children Centre, South Street, Taunton TA1 3AG

Inspection date: 11 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and settle well. Babies benefit from familiar staff who meet their care routines consistently, settle them well to sleep and provide a calm space for bottle feeds. Children confidently make their own choices in play. They develop independence and learn to manage tasks efficiently for themselves. Older children put on their coats and learn to chop their food and pour drinks at meals. Staff have expectations of children's behaviour. However, at times, some staff do not help children to understand these and how to play safely, such as when they run at speed indoors.

Staff provide a range of activities to support children's interests, and special events to broaden their experiences. For example, older children learn about transport in a road safety talk, build vehicles in creative play and enjoy playing imaginatively in the pretend car wash. However, the quality of staff's interactions is variable. Not all staff encourage children's learning well or adapt activities to meet the developmental needs of some younger children. At such times, these children lose interest and miss out on learning opportunities.

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

- Staff monitor and assess children's learning from the start to identify gaps in their development. They plan a balanced curriculum to support children's progress. However, some of the activities lack purpose and are too challenging for some younger children. At times, the main playroom becomes very noisy, and the voices of quieter children are not heard by staff. This does not help to support their communication and language skills well.
- Some more-skilled staff support children's next steps for learning. For example, they ask questions to encourage them to think, teach them new words linked to topics, such as 'viaduct' and introduce mathematical language. However, this is not consistent. Some staff do not encourage children to engage in the activities to build further on their learning. For example, some children wander by themselves and on occasions staff sit silently with them in activities.
- Staff do not all manage children's behaviour consistently and positively. For example, they do not guide children on the risks of licking knives at meals and how to use scissors safely in creative play. Children do not always learn why they need to follow instructions, such as when told 'stop' repeatedly without staff explaining why.
- Children enjoy creating and playing with imagination. Babies explore textures in sensory play and painting. Older children create models, paint pictures and act out their experiences in pretend play. They involve others in their play, such as giving friends lifts in their pretend cars outside.
- Children enjoy regular activities to support their physical development. Babies

learn to crawl and walk in safe spaces, and older children enjoy lots of active play in the spacious garden. They benefit from healthy meals and snacks throughout the day, and drinks of water at all times.

- The management team follows robust recruitment and vetting procedures to ensure all staff are suitable to work with children. This includes an induction process to prepare them for their role. However, the management team does not ensure staff coaching and supervision is targeted to improve weaker practice and to help all staff understand how to support children's learning well.
- Staff understand their safeguarding roles and responsibilities. They know the correct procedures to follow in the event of any concerns about a child or adult to safeguard their welfare.
- The management team has made some improvements to the quality of the provision. These include strengthening the procedures for outdoor play to keep children safe and supervised when moving between the indoor play areas and the garden. Parents share positive views regarding the care of their children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
provide older children with more consistent guidance to learn what is expected of them and how to behave safely	09/05/2024
improve the quality of staff interactions to support quieter children's engagement and communication and language development further	23/05/2024
improve the curriculum and use of activities to ensure all children benefit from appropriate challenge that build further on what they already know and can do	23/05/2024

improve staff coaching and supervision to ensure all staff support children's learning well.	23/05/2024
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Setting details

Unique reference number	2711634
Local authority	Somerset
Inspection number	10340515
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	63
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Telephone number	01823 330554
Date of previous inspection	Not applicable

Information about this early years setting

Spring Hollies registered in 2022. The group operates from Taunton, Somerset. It opens each weekday, from 8am to 6pm, all year round. The group receives funding to provide free early years education for children aged two, three and four years. The group employs eight staff to work with children, six of whom hold appropriate qualifications at levels 2 to 6, as well as kitchen and garden staff.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of two activities with the manager.
- The inspector sampled the documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of children and parents' 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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