

Holly House Day Nursery

Mayfield Avenue, Walkden, Manchester, M28 3JF



Inspection date

17 January 2017

Previous inspection date

13 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The dedicated and enthusiastic management team is committed to providing the best early years experiences for children and their families.
- Managers reflect regularly on the quality of the nursery. They consider the views of parents, children and staff from the primary schools children eventually attend when planning future changes.
- Staff observe and carefully make accurate assessments of the progress children make. They use this information well to identify any gaps in children's learning and development. They swiftly implement plans to help ensure that all children make good progress.
- Children develop close, nurturing bonds with staff, who are always on hand to celebrate children's achievements. They offer praise and encouragement, which helps to develop children's confidence and self-esteem.
- Children benefit from a wide range of enticing opportunities and activities outdoors. They make choices about what they would like to play with from a wide variety of toys and resources.
- Staff work closely with a range of outside services in order to ensure that the needs of children who have special educational needs or disabilities are very well met.

It is not yet outstanding because:

- Recently introduced opportunities for all staff to observe and learn from each other are not precisely targeted in order to support them in sharing their skills and expertise.
- Occasionally, some staff do not make the most of opportunities to question children and develop their problem-solving skills in order to challenge and extend their learning.

What the setting needs to do to improve further

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

- target systems that support staff more precisely and raise the quality of teaching to the highest level
- support staff to develop questioning skills even further in order to challenge children in their learning and encourage them to think carefully and develop their problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff can identify the signs of abuse and know the procedures to follow in the event of any concerns about children's welfare. Staff are vigilant and carefully monitor the use of the nursery door security system to ensure children remain safe. Overall, staff are well supported in their role. The manager meets with staff to discuss children's progress and other aspects of their role. Staff are effectively supported to undertake further qualifications and attend a range of professional development opportunities to help strengthen their skills. Managers closely monitor children's progress. They use information about the progress of different groups to check that all children learn as well as each other.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how young children learn. They use their knowledge of children's interests to plan activities which excite and motivate them. Staff support children's communication, physical and social skills well. They talk to children as they play, introducing new and interesting words to extend their vocabulary. For example, staff introduce words, such as pop and float, as babies delight in reaching for bubbles in the sensory room. Older children develop their understanding of letters and the sounds they make. For example, in group activities children listen attentively, identifying the sound made by the first letter of their name. Children develop their understanding of number during daily routines. For instance, they children count the number of plates and cups needed during snack times.

Personal development, behaviour and welfare are good

Staff practice is highly inclusive and benefits children who have special educational needs or disabilities. Care practices are carefully tailored to each child's routine, while staff also give children opportunities to become independent. The key-person system is effective in ensuring that children's individual needs are well met. Staff have high expectations of children's behaviour. They sensitively remind children if their behaviour is not appropriate and gently support them to manage their responses and build their friendships. Children of all ages play well together and are considerate of each other's feelings. Staff understand the importance of a healthy lifestyle. Children enjoy a range of healthy snacks and are reminded of the importance of handwashing before eating meals.

Outcomes for children are good

Children are curious learners who support each other and enjoy trying new experiences. All children, including those who have special educational needs or disabilities, are enthusiastic learners who develop a range of important skills which helps prepare them for what they need to learn next, including going to school. Younger children concentrate well as they try to do things for themselves, such as helping to pull on their waterproofs and boots before going outside. Older children are extremely independent and help each other. They develop a range of social skills, such as taking turns and sharing with their friends.

Setting details

Unique reference number	307473
Local authority	Salford
Inspection number	1059519
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	136
Number of children on roll	174
Name of registered person	Holly House Day Nursery Ltd
Registered person unique reference number	RP527742
Date of previous inspection	13 November 2012
Telephone number	0161 790 2779

Holly House Day Nursery was registered in 1992. The nursery employs 26 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and one holds level 4. The manager holds an appropriate leadership and management qualification at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Out-of-school club sessions are from 7.30am until 9am and 3.30pm until 6pm during term time. The holiday club operates from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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