

Hollins Wood Childcare

Hollins Lane, Marple Bridge, Stockport, Cheshire, SK6 5BB



Inspection date	29 August 2017
Previous inspection date	27 March 2013

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

- Staff are well qualified. Overall, they have a good knowledge and understanding of the learning needs of children that they care for.
- Staff provide children with a wide range of activities that captures their interest and motivates them to learn. Children demonstrate high levels of concentration, perseverance and engagement in their learning and play. This helps children to adopt a positive attitude to learning in readiness for school.
- The key-person system is effective and well established. Babies and children form very close relationships with staff. They are confident, happy and content and demonstrate a strong sense of emotional security in the nursery.
- Partnerships with other early years providers and schools are a key strength of the nursery. Effective arrangements are in place for sharing information that help to promote consistency for children and support them very well when they move from the nursery to other settings.

It is not yet outstanding because:

- Monitoring of staff practice is not used as effectively as possible to identify clear and precise targets to help to increase the teaching skills of individual staff.
- Staff do not consistently seek detailed information from parents when children first attend the nursery to help them to gain a deeper understanding of children's starting points.

What the setting needs to do to improve further

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

- enhance the arrangements for monitoring staff practice so that there is an even sharper focus on helping to develop their already good teaching skills
- extend the information sought from parents when children first start at the nursery to establish a more in-depth knowledge of children's starting points that help to further enrich the planning process.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as children's records, recruitment and induction procedures and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the referral procedures to follow should they have a concern about the health or welfare of a child. Robust recruitment and induction procedures ensure that staff are suitable to work with children. Overall, the manager uses her good knowledge, skills and expertise to mentor, coach and support staff and carries out regular supervision meetings to manage their performance. She has good systems in place for monitoring the progress of all children who attend the nursery, including comparing the attainment of different groups of children. Any gaps in learning are quickly identified and addressed. Self-evaluation is effective. Staff make extremely good use of parental feedback to help to identify areas for future development of the nursery. They provide parents with a wide range of information about their children's learning and progress. Opportunities for parents to borrow books and activities help them to successfully support children's learning at home.

Quality of teaching, learning and assessment is good

Staff observe children's play and use this information to assess what they know and can do. They plan a good balance of adult-led and child-initiated activities to help them to make good progress. Babies develop a strong sense of curiosity and are inspired to become mobile to explore the fascinating objects on offer. This includes a wide range of natural materials, such as sand, wooden and metal household items provided within soft-sensory areas. Older children have a wonderful time when they mix shaving foam with different coloured paint. They are enthralled as they watch the swirling patterns they make when they stir the mixture with lollipop sticks. They say, 'It looks like ice cream'. Staff encourage children to become independent learners. They encourage them to develop their own ideas and thinking. For example, pre-school children demonstrate their critical thinking skills when they consider what they can use to make and decorate the models they make in the creative area.

Personal development, behaviour and welfare are good

Staff provide children with clear and consistent boundaries and play alongside them to teach them how to share and take turns. They encourage children to think of ways to resolve minor conflicts and how they can help children who are sad feel better. Children's behaviour is good. Babies' physical and emotional needs are extremely well supported by sensitive, nurturing and highly skilled staff. This has a positive effect on babies' health and well-being.

Outcomes for children are good

All children make good progress. Young children enjoy counting up to 10 and beyond during play and daily routines. Pre-school children are developing a good awareness of linking sounds to the letters they represent and can recognise and write their names. They develop good early literacy and mathematical skills that help to prepare them well in readiness for school.

Setting details

Unique reference number	EY395123
Local authority	Stockport
Inspection number	1065392
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 - 8
Total number of places	150
Number of children on roll	227
Name of registered person	Hollins Wood Limited
Registered person unique reference number	RP908057
Date of previous inspection	27 March 2013
Telephone number	01614498800

Hollins Wood Childcare registered in 2009. There are 55 members of childcare staff employed. Of these, four hold qualified teacher status and three hold early years teacher status. There is one member of staff who holds an appropriate early years qualification at level 6, one at level 5 and 24 at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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