

Inspection of Hollins Wood Childcare

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

Inspection date: 4 March 2014

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| Overall effectiveness | Good |
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| Quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 thrive at this large, well-organised nursery. The leadership team have considered the needs of the children and families in the local area. They have created home-like environments, where children develop close bonds with the staff. Leaders have developed an approach that supports all children to make good progress. Sometimes are added, and children understand what is happening next in their day. Therefore, their routines often mirror those at home. Children smile and behave as they come into the room from outdoors. This creates a warm atmosphere throughout the nursery and helps contribute to children feeling safe and secure.

Behaviour is good. Staff encourage children to take turns, show kindness and be patient. Older children smile with glee as they play, after finishing. They ask each other politely, 'Please can I have a turn?' Children have an opportunity to develop their independence and freely explore the well-designed environments. They receive deep involvement in their play in the indoor sandpits. They extend their ideas to include construction materials strategically placed nearby. Children are confident communicators. They happily chat to visitors and explain that they are making crowns like the king and queen, ears.

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

- Staff plan learning opportunities that capture children's attention. For example, they use a parachute and balloons inside it. Young children are intrigued with what is happening. They crawl across the room to retrieve the balls for them to do it again. Older children grow their own beanstalks. They talk about how to plant a bean and explain it will need soil, sunshine and water to grow. These high-quality learning experiences excite and motivate children to learn.
- Staff sing songs and rhymes and share books with children. They plan key words for younger children to hear, such as 'lo', 'splash' and 'wells', as they explore water and foam. However, younger children are sometimes asked lots of questions in quick succession. They are not given enough time to provide the answers. As a result, children's spoken language and thinking skills are not maximised.
- The manager has a clear vision of preparing children for each next stage of their education. For example, younger children move to the next room in friendship groups. This gives them the confidence and support they need to settle in quickly. Older children role play dressing up in their new school uniforms. They talk about high school they will be going to and who is going with them. This preparation helps them make a strong, confident start to school.
- Overall, staff generally promote good hygiene practices across the nursery. Children wash their hands before eating lunch, and then wash their faces after

They also ensure that arrangements for snack time are not as rushed. For example, fruit is available in one large bowl or on a single tray and serving tools are not shared, as provided. As a result, large numbers of children use their hands to touch the fruit, then selecting their portion. This increases the risk of cross-infection for children.

- Parents appreciate the dedication and care of the staff team. Staff share and extend learning via the parent app and through face-to-face conversations. Parents and staff work together to provide consistency in learning. For example, staff share practical tips that support toilet training or positive behaviour at home. This approach helps children achieve independence in their self-care activities.
- The special educational needs coordinator is passionate about supporting children, with special educational needs and/or disabilities. Staff use their secure knowledge of child development and assessment tools to identify delays or concerns early. Parents attend regular meetings, with other professionals and targeted plans are put in place. As a result of these partnerships, children make the best possible progress.
- Additional funding is spent, with integrity. For example, children receive individual speech and language therapy sessions on site. This intervention helps to ensure that children achieve long-lasting learning and get the best support.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in discussing the steps they take to keep children safe. They know the correct procedures to follow, including how to contact if they are concerned about a child's welfare. They carry out daily risk assessments on rooms and prepare well for outings. Further more, accidents and incidents are closely monitored. As a result, they adapt spaces and update their policies to minimise risks on the premises. Staff have a thorough understanding of their responsibilities in keeping children safe, when they are sleeping. They have robust systems in place, which they have developed, with learning from child safeguarding practice reviews.

What does the setting need to do to improve?

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

- review routines during snack time to further promote children's good health and hygiene
- consider, as to utilise opportunities for longer children to extend their language and thinking skills.

Setting details

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| Unique reference number | 85#95: ! # |
| Local authority | Stockport |
| Inspection number | : " ! ; " 5 ; " |
| Type of provision | Childcare on non-do) estic pre) ises |
| Registers | 8arl 5ears Oegister, Co) p&lsor Childcare Oegister, <ol&ntar Childcare Oegister |
| Day care type | 2&ll da care |
| Age range of children at time of inspection | : to 4 |
| Total number of places | : 5" |
| Number of children on roll | : 69 |
| Name of registered person | Hollins Wood Li) ited |
| Registered person unique reference number | 0(9" ; "5= |
| Telephone number | " : 6: 449 ; ; "" |
| Date of previous inspection | ! 9 6&g&st ! " : = |

Information about this early years setting

Hollins Wood Childcare registered in ! ""9. \$here are 55) e) /ers of childcare staff e) plo ed. *f these, fo&r hold %&alified teacher stat&s and three hold earl ears teacher stat&s. \$here is one) e) /er of staff , ho holds an appropriate earl ears %&alification at le' el 6, one at le' el 5 and ! 4 at le' el #. \$he n&rser opens fro) =.: 5a) to 6p) , Monda to 2rida , all ear ro&nd, , ith the e1ception of /ank holidas and one , eek at Christ) as. \$he n&rser pro' ides f&nded earl ed&cation for t, o-, three- and fo&r- ear-old children.

Information about this inspection

Inspectors

Oachel McH&gh
Kellie Le' er

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspector reviewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.

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 confirmed 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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