

# Holmwood House School

## Nursery



151 Coach Road, Great Horkesley, Colchester, Essex, CO6 4DY

<b>Inspection date</b>	29 June 2018
Previous inspection date	30 January 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 provider has made significant improvements to improve safeguarding at the nursery. Child protection policies and procedures have been comprehensively reviewed. Management and staff are now very confident in their ability to recognise and refer any concerns they have about a child's welfare.
- Staff use effective teaching strategies and plan high-quality learning experiences. Babies are very keen and alert. They quickly develop skills to support their future learning.
- Babies and toddlers are very happy and settled. They have all created warm bonds with their key person and show they have a sense of belonging in the nursery.
- The management and staff use self-evaluation effectively to review practice, set target and improve the quality of the provision. The views of parents are carefully considered. Parents make very complimentary comments about the nursery and commend the care, love and attention shown by the staff team.

#### It is not yet outstanding because:

- The manager is not yet meticulously monitoring the overall progress that babies make and focusing on ensuring that staff use their assessment information to enhance their key children's development to exemplary levels.
- Although parents are kept well informed about their babies' achievements, staff have not yet established highly successful ways to encourage all parents to share information about their babies' learning at home.

## What the setting needs to do to improve further

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

- monitor and analyse more carefully the way staff assess and track the babies' progress and ensure that this information is used to enhance development to exemplary levels
- explore more ways of encouraging all parents to share information about their babies' learning and achievements at home.

### 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 carried out a joint observation with the nursery manager and viewed a sample of the children's development records.
- The inspector held discussions with the nursery manager, early years consultant, designated lead for safeguarding, special educational needs coordinator, staff, children and the head teacher of Holmwood House School at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation and safeguarding policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The management and staff are ambitious and determined to provide the best possible care and experiences for babies and their families. Effective arrangements are in place to support and supervise staff. Managers and room leaders regularly observe staff's practice, give feedback on strengths and support them with areas for continued professional development. Staff are actively encouraged to build on the level of their qualifications. In addition, staff support one another by sharing their knowledge and skills. Safeguarding is effective. The staff's knowledge of safeguarding is now regularly reviewed. They know the steps to take if they suspect abuse or if a child is exposed to extreme views. Staff are thorough in their risk assessments and supervise children very effectively to minimise potential hazards.

### Quality of teaching, learning and assessment is good

Staff have high expectations of babies and toddlers. They skilfully observe their interests and plan and adapt activities to sustain their concentration. Staff use high-quality interactions to support and extend babies' emerging communication and language skills. There are very good opportunities for the youngest children to explore using their senses. Babies and toddlers become deeply engaged in their play. They safely investigate and experiment with citrus fruit and fresh herbs using their fingers and mouth. Babies access an excellent range of resources to support their knowledge of the natural environment and the wider world. This helps to develop their curiosity and promotes their understanding of similarities and differences between themselves and others.

### Personal development, behaviour and welfare are good

Staff are very calm and caring and support children's emotional development very well. The effective settling-in process is invaluable for staff getting to know babies and their families. Very strong support is also offered to toddlers to build confidence when they move on to the next room. Babies and toddlers behave well and play harmoniously. Staff sensitively support babies to understand the boundaries and show them how to play safely. Babies benefit from a wealth of outdoor opportunities to practise their developing physical skills. They use sit-and-ride toys and develop their hand-to-eye coordination as they pour water into cups. Their health and well-being are given utmost priority. Staff work exceptionally well with parents and other professionals who may be involved with babies, to ensure they receive consistent care to manage any specific medical needs they may have.

### Outcomes for children are good

Babies and toddlers make good progress and are well prepared for the next stage in their learning. They are inquisitive, develop confident social skills and become absorbed in their play and learning experiences. They show an interest in books and have fun learning popular songs. Children aged under two years listen carefully when staff count up to three and higher and begin to say these numbers independently.

## Setting details

<b>Unique reference number</b>	EY362183
<b>Local authority</b>	Essex
<b>Inspection number</b>	1135133
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Holmwood House School Ltd
<b>Registered person unique reference number</b>	RP527340
<b>Date of previous inspection</b>	30 January 2018
<b>Telephone number</b>	01206273827

Homewood House School Nursery registered in 2007. The nursery employs 21 members of childcare staff. Of these, one member of staff holds early years professional status, one member of staff holds a degree at level 6, two staff hold an early years qualification at level 4, 11 staff hold a qualification at level 3 and three staff hold a qualification at level 2. The nursery also employs a lunchtime assistant. The nursery opens from Monday to Friday for 47 weeks a year. Opening times are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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