

Inspection of Holmsdale Manor Nursery

150 High Street, Ibstock LE67 6JP

Inspection date: 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate a love of learning and are excited to share their ideas. They giggle as they reach up to catch snowflakes on their hands. Children confidently discuss what will happen if they leave tubs of water outside overnight in the cold weather. Staff support children to respect each other's opinions and work together to test their theories. Children learn about snowflakes being unique, like people, and learn new vocabulary to describe the snowflake shapes they see, such as a hexagon. Children are keen to try things for themselves, particularly when practising their physical skills. They persevere to scoop gloop from one tray to another with a spoon. Children excitedly tell their friends, 'I did it', and encourage them to have a go as well. Children help staff with their care routines. They identify their own nappies and help to undress. Staff encourage children to recognise what clothing they need to keep warm in the cold weather, and children put these on without help.

Children develop close relationships with staff. They happily seek a cuddle for reassurance. Children listen carefully to staff, particularly as they read them stories and ask questions related to the book. They show a nurturing nature and invite their friends to listen to the story with them. Children seek out their friends to share resources and to help them to play alongside others.

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

- The staff know their key children well. They observe children during play and work alongside parents and carers to identify what children already know and can do. Staff plan learning experiences for children to develop the knowledge and skills they need to learn next. They help children learn to manage risks safely while exploring the extensive outdoor environment.
- Staff plan highly engaging activities based on children's interests. They encourage children to make choices from a variety of different textures and materials. Staff help children improve a variety of skills, such as using scissors and drawing using a pencil. They inspire children to develop their imaginations. Some children create a tail for a unicorn, while others make telescopes to look at the snow outside the window.
- Staff help two-year-olds work out why a puzzle piece showing a mouse will not fit sideways. They use a mix of questions and instructions to help children turn the piece, so the mouse is not 'dizzy' anymore. However, these positive interactions are not always consistent between staff. Other staff do not have the knowledge needed to support all children's communication. They do not always use simple keywords with younger children, and use little spoken language to support children during mealtimes. Some staff do not recognise when to help children remove dummies when talking, and use vocabulary such as 'dum dum'.

- Overall, children behave well and follow staff instructions. Staff praise children for reminding others how to tidy toys away when they finish. They teach children how to resolve conflict within their play and support them to take turns during games. However, at times, staff do not make it clear to children what they expect of them. For example, some children stand on toys with muddy shoes as they are not supported to understand to take their shoes off.
- Staff place importance on using reusable and recycled materials and sharing with children how to care for the world around them. For example, children help to plant vegetables, which they then prepare and eat as part of the healthy, balanced lunch menu.
- Leaders and managers share a clear curriculum focus with staff, including the importance of making the most of outdoor play. They provide regular staff meetings and talk about how to improve the experiences they offer children. Leaders support staff with their well-being, which helps them maintain a consistent staffing team. However, leaders have not identified what individual staff need to improve their practice. They do not monitor staff's practice in different rooms effectively, and are therefore not aware of inconsistent staff practice within the setting.
- Parents and carers comment that their children come on leaps and bounds in the setting. They explain that staff are very supportive and have wonderful relationships with children. Parents feel well supported and communicated with about all aspects of their children's learning and care, and say they 'couldn't ask for more' from staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders ensure the environment is safe for children to play in. They assess risks and put steps in place to minimise potential hazards, including during outings. Staff follow a thorough arrival procedure, including supervising all doors and checking visitors' identification. All staff and leaders demonstrate a good understanding of their responsibility to safeguard children. They identify and monitor the signs and symptoms that a child may be at risk of harm, and record this information effectively. The staff know how and when to record and report their concerns to other professionals, such as the local authority, including any allegations about the staff. Leaders check the suitability of all staff working directly with children.

What does the setting need to do to improve?

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

- develop the processes to identify and provide support for individual staff to develop their practice

- improve the consistency of staff interactions with children, particularly when supporting children's communication and language
- strengthen support for children so they learn clear and appropriate expectations during play.

Setting details

Unique reference number	2640134
Local authority	Leicestershire
Inspection number	10276817
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	90
Number of children on roll	170
Name of registered person	Ward, Hazel
Registered person unique reference number	2640133
Telephone number	01530262434
Date of previous inspection	Not applicable

Information about this early years setting

Holmsdale Manor Nursery registered in 2021 and is situated in Ibstock, Leicestershire. It opens Monday to Friday from 7.30am to 6pm, all year round, closing only for bank holidays and at Christmas. The nursery employs 37 members of childcare staff. Of these, 26 hold early years qualifications at level 3 or above. The manager holds a level 7 qualification. The nursery provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspectors

Lora Teague
Kate Scheel

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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