

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY370888
Inspection date 17/11/2008
Inspector Teresa Ann Clark

Setting address 425 Bury Old Road, Prestwich, Manchester, M25 1QP

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Holyrood Day Nursery re-registered in 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The nursery operates from a large detached house in the Prestwich area of Bury. Children have access to 10 playrooms on the ground floor, first floor and basement. There is a fully enclosed outdoor area at the rear of the building.

The nursery is open Monday to Friday from 07.45 until 18.00 all year round with the exception of bank holidays. The nursery is registered on the Early Years Register to provide care for 85 children aged from birth to five years. Currently there are 97 children on roll, of these, 24 children receive nursery education funding.

The nursery employs 31 staff including the manager and deputy. Of these, 26 hold an appropriate childcare qualification and five staff are currently working towards a qualification. A qualified teacher is employed five mornings a week to work with the pre-school children.

Overall effectiveness of the early years provision

Staff promote all areas of each child's welfare and learning successfully as they have a good knowledge of the child's needs and interests. Staff are conscientious and work very well together in an effective team to support children's welfare and learning. Children make good progress in a warm and inclusive environment. There is a strong and positive partnership with parents and carers however, some aspects are not fully developed. The nursery has good links with other agencies to support children's learning and development. The management and staff share a clear vision for the nursery, and this is reflected in the setting's self-evaluation programme.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the daily routine in pre-school with regards to lunch time and encouraging children to be more independent
- continue to strengthen links with parents so they can be more involved in their children's learning and help them learn better
- ensure that there are sufficient resources in the role play areas to support their learning and development.

The leadership and management of the early years provision

The documentation which is required for the safe and efficient management of the setting is very well organised, covers all issues thoroughly and used effectively to

promote all aspects of children's health and safety. This includes regular risk assessments. Safe recruitment practices include thorough checks on the suitability of new staff. Adults are never left alone with children until these checks are satisfactorily completed. An in depth induction ensures staff are completely familiar with the routines and practices of the nursery before they come into contact with children. Staff are qualified, enthusiastic and extremely competent.

The setting is beginning to monitor practice more effectively, and are confident in identifying areas to improve and to build on their strengths. For example, funding has been obtained to develop the outdoor area. There is a strong commitment from the management and staff to continuous improvement. They are keen to learn and extend their knowledge of the Early Years Foundation Stage. Regular supports and appraisals are held and staff are fully supported to attend ongoing training.

Parents are provided with good quality information through newsletters, display boards and daily diaries. Regular parental questionnaires and suggestion box allow parents to express their views on the nursery provision. Questionnaires show that parents are very happy with the provision. Parents of younger children receive daily diary updates about children's feeding and sleeping routines. However, the opportunities for parents to be involved in supporting their children's learning and development are not yet sufficiently extended. The introduction of a parents evening for all children provides opportunities for parents and staff to formally share information about children, and the parents focus group will help parents be more involved in the life of the nursery.

The quality and standards of the early years provision

Staff are well informed and knowledgeable about the Early Years Foundation Stage. They make regular observations of each child and use these along with photographs to illustrate the child's learning journey during the time spent at the nursery. A good start has been made in adjusting daily activities to follow the interests of each child. For example, a child's interest in the moon has provided some wonderful learning experiences. Children have used a large cardboard box to create their own space rocket and made telescopes. They have great fun sitting in the space rocket and count down to 'Blast off' and use the telescopes to look for the moon and stars. They confidently make reference to the solar chart and point out the different planets, such as Mars and Venus. One child points to the sun and says 'It's a fireball'.

Children are confident and happy in the nursery. They show a clear sense of belonging as they form friendships with each other and organise their own play ideas. For example, they develop their own story lines when constructing a castle, inventing characters, such as the princess, king and wicked witch into their play. The children help themselves to resources and toys from the good variety available, although some of the role play areas lack sufficient resources to fully support children's imaginative play. There are clear routines in place which children understand, for example, 'Its tidy up time then dinner'. However, children continue to listen to stories after dinners are served out, and their independence skills are

not sufficiently promoted at lunch time.

Children are curious and ask questions, confidently introducing themselves to visitors and enquiring why they are in the nursery. The older children happily discuss what they like about the nursery and say 'The toys and dinners'. They are eager to participate in activities on offer, helping themselves to permanently available materials such as paint, mark-making items and dressing up clothes. The preschool children confidently use the computer to support their learning. Both girls and boys have appropriate opportunities for quieter and more boisterous activities in and out of doors. Daily physical exercise and outdoor play contribute to children's health and physical development

Babies and younger children develop a strong sense of security through close and caring contact with key adults who spend time with them and whom they get to know well. Adults listen and respond to children sensitively and this enables them to feel accepted and to make good progress in all areas of learning. They explore their environment and make choices from a range of accessible toys which interest them. Staff provide lots of reassurance to babies as they crawl through the tunnels and respond well to their babbling sounds.

The nursery strives to provide an inclusive environment where all children are valued and reach their full potential. Children are happy, settled and well behaved as each child's individual needs are provided for by attentive staff. Children enjoy healthy nutritious meals and snacks and help themselves to water whenever they choose. This keeps them well hydrated. The provision for children's welfare, health and safety is very good. There is a strong sense of care and concern for the children throughout the nursery. Policies and procedures on matters such as health and safety and child protection are in place and implemented effectively.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.