

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY372038
Inspection date 05/11/2008
Inspector Janice Shaw

Setting address 12 School Street, Astley, Tyldesley, Manchester, M29 7DL

Telephone number 01942 875 985
Email happitotsho@aol.com
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 registered in 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The nursery is located in Gin Pit Village, Astley and operates from a property that offers five care rooms, and associated facilities. There is also an enclosed outdoor play area available to the children. Access to the premises is suitable for children with disabilities.

The nursery is registered to care for 59 children under the age of five years at any one time

under the Early Years Register. There are currently 65 children on roll which includes children who have English as an additional language.

The nursery operates five days a week all year round excluding Bank Holidays and opens from 07.30 until 18.00. There are 14 full-time, five part-time and two supply staff working with the children. All have appropriate early years qualifications. The nursery liaises with the local Wigan Sure Start and is currently completing the Wigan Accredited Quality Assurance Scheme.

Overall effectiveness of the early years provision

Holyrood nursery provides a warm caring and welcoming environment for children and their families. Staff confer with parents to plan enjoyable activities for the children. These help children to make good progress in all areas of their welfare, learning and development. There are very effective systems in place for monitoring and evaluating the setting as well as identifying key strengths and areas for development. Priority is given to some areas of inclusion, especially for those who are learning to speak English as an additional language, they are well supported.

What steps need to be taken to improve provision further?

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

- ensure that children are not excluded from any activities available within the nursery
- provide children over three with sufficient challenge to develop their skills to travel around, under, over and through balancing and climbing equipment.

The leadership and management of the early years provision

The nursery management's clear vision and commitment to continual improvement successfully steers the work of the setting. Rigorous recruitment procedures ensure that suitable and appropriately qualified staff are employed to care for and teach children. This is followed by highly effective supervision from senior managers, which means that staff receive good support and guidance as they work with the children from day to day. An valuable key person system is in place to

ensure that the needs of individual children are met in full.

All staff show a strong commitment to improvement, demonstrated in the way they have taken on board the Early Years Foundation Stage (EYFS) framework and by their participation in relevant, further training. A comprehensive staff appraisal system ensures that staff strengths and areas for development are highlighted and addressed. High priority is given to the children's health and safety.

Comprehensive risk assessments are completed by nursery staff resulting in an environment where hazards are minimal. Staff are well deployed. Staffing ratios are well observed and staff are clear about their roles and responsibilities; alongside management's methodical approach to records and documentation, this produces a service that runs smoothly and efficiently.

Regrettably there are occasions when some children are excluded from activities organised by external teachers. For instance, when some were excluded from a football activity they clearly expressed their disappointment. What is more, this example is not reflecting appropriately the nurseries philosophy on inclusion. Much value is placed on the views and opinions of parents. A parent's board in the hall invites them to make suggestions for improvement and wherever possible good efforts are made to implement these ideas. Parents comment that the service they receive meets the needs of their children very well, describing staff as 'really caring' and 'interested in their children'. The nursery have included in their self evaluation form plans to involve parents even further in nursery life.

The quality and standards of the early years provision

The Staff's good knowledge of EYFS leads to children making first-rate progress towards the early learning goals. Children are happy and secure, which increases their propensity to learn new skills. Staff use skilful observation and collaborate with parents to assess individual children's starting points. This produces a varied curriculum based on children's individual abilities and personal interests. Children who are learning English as an additional language are well supported through the effective partnership between staff, parents and external agencies. This increases children's capacity to acquire the grammar and vocabulary of English.

All the nursery rooms, are welcoming and well organised, enabling the children to move about freely and safely. This encourages the development of new and emerging skills, such as standing, walking, hopping and skipping. Sensible boundaries, like the 'no running indoors' and a request, not to stand on chairs are effective in teaching children right from wrong and how to stay safe. Most play areas are well resourced giving children plenty of choice and ample scope in which to have fun and enjoy themselves. Although, the outdoor play area has many interesting aspects, there is insufficient challenge for children over three to develop skills to travel around, under, over and through balancing and climbing equipment.

Snacks and meal times are eagerly anticipated as the highlight of the children's days. A well, balanced variety of nutritious, healthy options are cooked on the premises daily. Independence skills are actively promoted when, for example, children help themselves to fruit from the snack table, find their own cup of water

when they are thirsty and put on their outdoor clothing. The benefits of a healthy lifestyle are further promoted as children's opportunities to play in the fresh air are maximised. Children engage in lively conversations with their peers and adults. Whilst younger children communicate in a variety of ways, by babbling, squealing and using single word sentences, all of which contribute towards their understanding of social interaction. When using construction sets children use terms like 'larger', 'bigger', 'in front' and 'behind'. They sort a selection of small objects and discuss weight when playing with trays of rice and with equipment in the sand tray. Pre-school children demonstrate their understanding of number progression by correctly displaying fingers to correspond to their age.

Children competently discuss recent events in their lives, such as the Halloween party and a visit to the doctors. The monthly visit of the mobile library creates many good learning experiences, as children select their book, wait patiently in the queue and help the librarian stamp their book, all the time enjoying conversations with those around them. Their art work is pleasingly displayed within each room giving them a sense of pride and achievement. Children begin to learn about the wider world through topic work and a broad range of good quality resources. They make as much progress as they can in communicating, literacy, numeracy and information technology. All of these factors contribute to children developing skills which contribute to their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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 the last inspection.

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.