

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY370888
Inspection date 27/01/2012
Inspector Rebecca McGrath

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

Telephone number 0161 773 7731
Email prestwich@holyroodnurseries.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

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. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 7.45am until 6pm all year round. A maximum of 98 children may attend the nursery at any one time. There are currently 135 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 30 members of child care staff. Of these, 19 hold appropriate early years qualifications up to level 6. A qualified teacher is employed five mornings a week to work with the pre-school children. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very welcoming and inclusive environment where children are happy, secure and settle well. Most opportunities are explored by staff to ensure children make good progress in their learning and development. However, monitoring of this is in the early stages. Excellent procedures for exchanging information with parents and carers ensure highly effective relationships develop. Extremely positive links with other professionals and providers complement the delivery of the Early Years Foundation Stage. Through the efficient leadership and systems of self-evaluation, a good commitment to the continuous improvement of the setting is clear.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to develop their self-help skills during meal times
- develop systems in order to effectively track and assess children's progress across the six areas of learning, to inform future self-evaluation and monitoring in narrowing the achievement gap.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in this setting. This is because the staff are highly trained and have a substantial knowledge and understanding of their roles and responsibilities. Vetting procedures are particularly robust and ensure that children are cared for by suitable people at all times. Thorough and comprehensive risk assessments are carried out on all equipment and areas used by the children. This means that children are able to move freely and safely throughout the setting. The management team provide clear guidance and make very good use of company policies and procedures. Consequently, children are exceptionally well cared for. The manager has a clear vision for the nursery and is continually developing systems and procedures to fully involve the staff team as the setting moves forward. The setting has conducted a detailed self-evaluation and highlighted areas to work on to improve their practice. This positive approach to developing the quality of the service offered, demonstrates a good capacity for continued improvement. However, systems to monitor and track children's progress across the six areas of learning are in the early stages.

Children have access to a wide range of resources and materials suitable for their age and stage of development. Staff to child ratios are well maintained throughout the day. This ensures children are cared for within a supportive and stimulating environment. Key words are obtained from parents to support children for whom English is an additional language. This enables children to develop a good understanding of diversity and difference. Staff and children use this extended vocabulary in everyday practice to ensure the setting is fully inclusive.

The setting has developed excellent relationships with parents and carers. Positive comments are received from parents and describe the nursery staff as 'fantastic'. A wealth of information is exchanged, which includes handbooks, children's learning journeys and information on display. The nursery continually seeks the views of parents. This is done very effectively through a committee, with parents and staff working together to improve the setting. The nursery successfully involves parents in children's learning and information about children's development is shared. This ensures that children make very good and continuous progress.

The extremely positive links the nursery develops with local schools aids the children's transition into school. This promotes a complimentary approach to the delivery of the Early Years Foundation Stage. Teachers visit the nursery to introduce themselves to children and find out background information about them. The staff work very closely and effectively with other professionals and outside agencies. As a result, the support for children with additional needs is outstanding.

The quality and standards of the early years provision and outcomes for children

Children are happy and secure and benefit from the quality of care and play opportunities provided. Staff have a secure understanding of the Early Years Foundation Stage, which they use to plan and promote children's development successfully. Observations of the children are detailed and cover all areas of learning. Children make good progress as they enjoy planned learning activities based on development stages and interests. This ensures children experience a rich and meaningful environment.

Children in the nursery are confident and extremely keen to explain their own work and activities they participate in. They develop good communication skills as staff engage with them, ask open-ended questions and listen intently to what they have to say. Staff share warm relationships with the children and babies receive lots of hugs and cuddles. Children have good opportunities to develop their interest in books. They access books independently, show interest in story times and older children can identify their favourite books. Children's understanding of numeracy is actively promoted in everyday experiences, such as counting drinking cups. Younger children are beginning to use numbers independently, as they count the dinosaurs on the table. Babies enjoy mark making and creating patterns with chalk and paint. Children have access to a range of information and communication technology opportunities. For example, using an interactive whiteboard to develop their mouse skills and directing a programmable electronic toy. Their understanding of the wider world is effectively covered through the celebration of festivals and a wide range of resources promote positive images of diversity. Children's confidence and skills for the future are also developing as they play circle games to promote working as a team.

The environment is bright and inviting, allowing children to independently explore and make choices. The sensory room provides an effective environment for babies and children to explore their senses and enjoy the calming atmosphere created by the music, sounds and lights. Children have good opportunities to adopt healthy lifestyles as staff encourage outdoor play and fresh air. The staff provide a wide range of opportunities for the children outside, for example, a large sand pit for digging and building and wooden climbing equipment to develop gross motor skills.

Children show an excellent understanding of how to keep themselves safe. For example, they explain how to ride safely on bikes and understand why gates are positioned near stairs. They practice regular fire evacuations and trips are well thought-out and stimulating to enable children to have fun in a safe environment. Children feel very safe and secure with staff because of the good interactions and relationships that are encouraged.

Effective hygiene practices across the provision help minimise the risk of spreading infection. Children are aware of the importance of good personal habits, such as, the use of tissues and when to wash their hands. The children enjoy a variety of nutritious home cooked food and specific dietary requirements are handled effectively to meet children's individual needs. However, opportunities to develop

children's self-help skills are not always explored during meal-times. Children behave well and respond effectively to the expectations of the staff. Consistent and positive strategies used by the staff help children to understand why certain behaviour is unacceptable and encourages children to resolve their own conflicts. As a result, children cooperate and share with each other, resulting in effective relationships being formed between the children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

