

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY372038
Inspection date 23/02/2012
Inspector Catherine Sharkey

Setting address School Street, Astley, Tyldesley, MANCHESTER, M29 7DL

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Type of setting Childcare - Non-Domestic

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Introduction

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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. The nursery is open from 7.30am to 6pm five days a week all year round excluding Bank Holidays. Children come from the surrounding local areas. There is an enclosed outdoor play area available to the children. The setting currently supports children for whom English is an additional language.

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 63 children on roll and 20 staff are employed to work with the children, most of whom have appropriate early years qualifications and one has Qualified Teacher Status. The nursery liaises with the local Wigan Sure Start and is a member of the Wigan Accredited Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff show a very thorough knowledge of the early learning goals in their planning and wall displays showing children's activities. Extremely detailed and rigorous policies ensure that children are safe whilst in the care of the staff. The partnership with parents and carers is a key strength of the nursery. They are given comprehensive information on all aspects of the provision and are fully involved in their children's learning. Nursery staff have excellent support from management and are all highly-motivated in striving to develop their practice.

What steps need to be taken to improve provision further?

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

- continue to develop regular training opportunities for all staff in order to constantly improve and update provision and practice.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded in this setting as all staff are familiar with the highly detailed policies and procedures which are in place. A high level of security means that no unauthorised person will come into contact with children at any time. Daily risk assessments ensure the premises are safe and that children are also safe when out on trips. Staff are extremely vigilant in their supervision of the children and teach them how to keep themselves safe. For example, being careful with their cutlery and moving safely around the building.

Staff are extremely knowledgeable about the early learning goals which is evident in the exciting presentation of the rooms. Resources are exciting, of good quality and challenge children in order to help them make good progress. They are stored in low-level units or displayed so that all children are able to access them easily. Children are able to choose from a wide range of small world toys, construction, art materials and books as well as challenging technological resources, such as remote controlled cars.

Staff are monitored regularly by management and annual appraisals target areas for improvement. All staff receive on-going training, which management would like to develop further. Staff work very well as a team and are highly motivated and dedicated to improvement. They work together to evaluate their practice and provision, taking prompt action when areas for improvement are identified. The previous recommendations have been fully addressed. All children are included in the nursery activities and children over three years are sufficiently challenged by the climbing and balancing equipment.

The nursery has an excellent and ever-growing partnership with parents and carers. They share information with staff on their child's achievements and any special requirements. They receive a vast amount of information both written and verbal on their child's day and everything they take part in. They are able to observe their child in the nursery when they wish and contribute to their learning records. Parents are given detailed information on children's learning so that they can continue this at home, often taking home resources to support learning. This ensures they are fully involved in their children's progress and development. They speak to their child's key person at twice-yearly parents' evenings and on a daily basis. Parents' comments and suggestions are highly valued and acted upon. The entrance hall contains a wealth of information for parents on the nursery provision, policies & procedures and all kinds of child-related issues. They are encouraged to come into nursery and tell children about their jobs or share recipes from their home countries. The nursery has good links with local primary schools which aids children's transition. They work with the local authority and other settings in the area to share ideas and advice.

There are at present no children with special education needs and/or disabilities, though such children have been supported well in the past through working closely with parents and other professionals. Children for whom English is an additional language are supported well. Parents help staff to learn key words from their language so they can label things around the room. Children learn some sign language through songs and rhymes and are taught sensitively about disability.

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

Children show they feel very safe and secure in the nursery by their happy and confident interactions and conversations with staff. The happy and relaxed atmosphere and caring staff mean that children are able to enjoy their activities

and contribute to discussions, knowing that their contributions are valued. Toddlers settle to sleep easily and all children know staff well and that they will help them to keep themselves safe. For example, they are told to be careful in case the custard is hot and not to wave cutlery around in case they hurt themselves or others.

Children's health and well-being is promoted to a very high standard in the nursery. They choose healthy snacks and nutritious meals are prepared on the premises. The nursery has top accreditation in a healthy food award scheme and children grow and eat some of their own vegetables. Strict standards of hygiene are observed by staff and children are taught to wash their hands at appropriate times. They are all given a toothbrush and are taught to care for their teeth and how to stay healthy. Children develop their physical skills very well through their use of the good quality climbing and balancing equipment and 'grow and stretch' classes. Exceptionally detailed policies and procedures reduce the spread of infection and minimise accidents. Rigorous recording of information and on-going evaluation takes place and all health issues are given a high priority.

Children make very good progress towards the early learning goals in all areas. This is because staff plan thoroughly in order to challenge each child sufficiently so that they are able to progress to the best of their ability. Detailed observations inform planning so that each child's next steps are incorporated into planning. Children experience an exciting and interesting range of activities and their language development and vocabulary is particularly well promoted. They use a wide range of media and resources to express themselves creatively in art, music, dance and role play. They enjoy exploring many objects and activities which develop their senses very well, such as feeling different materials on a sensory board or experiencing smelling-pots. Children make very good progress in early reading and writing and mathematical skills, counting a given number of cups when setting the table or practising writing and mark making. They enjoy learning about the world around them through the visits from a dentist or the fire service and through their local nature walks. They care for a guinea pig and other pets and hunt for bugs using magnifying glasses. Children are learning skills for the future very effectively through their on-going work on environmental issues and their competent use of technological equipment, such as computers or an electronic keyboard.

Children's behaviour is very good and they are taught by staff to be aware of the needs of others. They are confident and enjoy contributing to discussions and joining in with songs and stories. They are learning to be independent, setting the tables for meals, choosing their own resources and having their own drawers in which to keep their pictures and other belongings. Children concentrate very well and persevere in tasks, such as when they were shown how to use the remote-controlled cars. They wait for their turns and share the chalks and other toys outside. Children's opinions are valued and they are praised for their achievements. They learn about a wide range of cultures, celebrations and countries through interesting displays, books, food tasting and artwork. This means they are learning to be aware of the wider world and its diversity.

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	1
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	2
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
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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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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