

Holyrood Nursery

12 School Street, Astley, Tyldesley, MANCHESTER, M29 7DL

Inspection date	24/10/2013
Previous inspection date	23/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's independence is promoted from a very early age, which provides them with good skills as they move onto the next stage in their learning.
- Children enjoy exploring a range of malleable materials, which helps them think critically and understand cause and effect.
- The nursery is led and managed very effectively. The manager and her deputy strive for continuous improvement of the provision.
- There are strong relationships between children and staff, which foster a positive sense of belonging and ensure that children are confident learners.

It is not yet outstanding because

- There is further scope for staff to encourage children to talk about people and events during story time and encourage children to ask simple questions.
- There are further opportunities for younger children to develop control in holding and using jugs to pour water during water play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector and deputy manager of the nursery carried out a joint observation of children's activities and staff child interaction.
- The inspector held a meeting with the manager and area manager and talked to staff during the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector observed activities in the toddler room and pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.
- The inspector spoke with the manager, deputy manager and staff at appropriate times throughout the day.

Inspector

Susan Rogers

Full Report

Information about the setting

Holyrood Nursery was registered in 2008 on the Early Years Register. It is situated in converted premises in Gin Pit Village, Astley, Manchester and is one of a number of nurseries managed by Happitots Day Nurseries Ltd. The nursery serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, six staff have a level 2 qualification and one member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 76 children on roll, who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- further staff's understanding of ways of encouraging children to talk about people and events during story time and encourage children to ask simple questions

- improve opportunities during water play for younger children, so they can comfortably reach the water and pour using jugs and cups.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff use effective assessments, observations and planning to track children's progress and provide challenging and interesting activities. This results in activities being clearly based on children's interests and individual needs. For example, staff regularly document children's responses to their activities using hand held computers, which enable managers, parents and other staff to clearly see how children are progressing. As a result, staff and parents are able to monitor children's interests and progress. Staff are very skilled at supporting children's independence through well-planned activities, which help them develop their confidence and as they move onto the next stage in the learning and into full-time school. A wide range of malleable materials are readily available for all age

groups. Children are encouraged to discover and explore as they enjoy mixing together spaghetti and shaving foam. This encourages children to describe what they are doing and become adventurous in their discoveries. Outdoor play is used successfully for older children to thoroughly explore the properties of shaving foam in low trays. They enjoy drawing in the foam as they develop their skills at forming letter shapes. Staff support this activity well by encouraging children to use twigs to develop their early writing skills, so children experiment with drawing different shapes. Staff model language and sentences, so children develop good communication skills. They encourage children to work together as a team and discuss with one another what they draw and see which helps children learn to put their thoughts into words. Children become ambitious in their play and learn to have fun and enjoy their learning. They wear wellington boots outdoors, which enable them to make foot prints in the foam as they spread this on the ground. Water is readily available outdoors, so children can choose to water the plants or mix this with the foam. This helps them understand cause and effect and encourages them to use their own ideas to extend their learning. Children become very confident in using their physical skills. They use an arrange of wheeled toys that include bikes and scooters. They negotiate the outside space effectively gaining speed on the scooters as they push these uphill and propel these downhill. Children enjoy story time where they sit informally with staff where their understanding of books is supported. There is, however, further scope for staff to extend children's understanding by asking simple questions about the story to further engage their interest.

Babies develop good physical skills they use well placed low-level furniture to support their emerging walking skills. They thoroughly enjoy exploring the newly acquired floor-level sand area, which they can crawl into and discover new experiences and textures. Staff carefully use the planning to extend the challenges available for individual children. This reflects the learning needs of individual children, so that staff have a clear focus on what children need to learn next. Consequently, children make good progress from their starting points across all areas of learning during their time at the nursery. Children who speak English as an additional language are given clear support as staff are skilled at encouraging children to learn English. They ensure their parents are fully included in planning and gathering key words in the child's first language. Throughout children's learning, their parents are fully included through discussions as they collect their child and evidence of their child's progress through the online learning journeys. Together with daily contact books, parents feel fully included and contribute very effectively towards their child's learning and development.

The contribution of the early years provision to the well-being of children

Good attention is given to encourage children to adopt a healthy lifestyle. For example, additional skilled staff encourage all children to enjoy a 'shake up' physical session. As a result, children develop good physical skills as they learn to use balls and bean bags to control their larger physical movements. Children benefit from freshly cooked, healthy, nutritious meals and a range of fresh fruit is made available for deserts and snacks. Children enjoy harvesting the fruits and vegetables they grow and eating these as part of their meals. Hygiene practices are effective and minimise the risk of cross-infection, with

good standards in place with regards to food safety, nappy changing and personal care routines. Children are happy and settled in the warm and welcoming environment. The settling-in period for children is flexible and used effectively by children's key person to gather information about each child's care needs. Parents are encouraged to spend as much time as they wish settling their child into nursery, which ensures children settle easily. As a result, key staff know children well, meet their individual needs and plan for their further progression as they move into different rooms in the nursery. Staff are, therefore, confidently able to give a detailed overview of their child's progress and care needs. Children show a positive sense of belonging and confidently explore their care areas choosing preferred toys and activities. Staff gently promote positive behaviour, such as reminding children to share and take turns. They eagerly take responsibility at nursery as they help to serve themselves food at lunchtime and hang up their coats and bags. Consequently, children demonstrate positive behaviour and enjoy their activities. The premises are well planned with a generous allocation of space for all age groups. A good range of resources indoors and outdoors provides children with enjoyable learning experiences. However, younger children are unable to comfortably reach the water in the water tray so they can practise pouring water into different sized containers. Younger children who sleep while they are at nursery are comforted and encouraged to feel safe as staff stay with them at all times and enable them to sleep wherever they feel most comfortable.

Staff supervise children well so that they develop a good understanding of how to keep themselves safe at the nursery and when on outings. For example, they visit the local park and a nearby nature conservation area. This encourages children to understand the world around them and observe growth and change in their surroundings. A local gardener visits the nursery regularly and promotes children's understanding of how to nurture and care for plants.

Parents and carers are well-informed about the nursery and their child's progress and daily experiences. The nursery encourages parents to be actively included in the education and care of their children. Children's individual learning journeys have been made available to each child parents online and have been well received by parents. This enables each parent to access their child's learning record whenever they wish. Parents can then include their impressions of their child's development, look at recent photographs of their child's nursery activities and plan for their child's further development.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibility to deliver the requirements of the Early Years Foundation Stage. Staff have a good awareness of safeguarding policies and procedures, which ensures children are safe. They fully understand how to identify and manage any concerns they may have about a child's welfare. Risk assessments are completed regularly, which ensures that children can play safely and freely. Children are always cared for by suitable adults as the recruitment and induction of new staff is robust. Staff are well supported as managers support staff

through coaching and peer observations of staff interaction with children. This is used effectively to help staff to further develop their teaching skills and understand children's individual stages of development. Frequent meetings for individual staff with the manager ensure that staff are well-informed and updated and are clear about their responsibilities. Regular training opportunities and support for staff professional development ensures that there is a stable and consistent staff group. As a result, staff are skilled and confident in carefully tracking children's progress. This enables them to plan interesting activities that help children progress onto the next stage in their development. A generous staff to child ratio ensures children are well supported in their activities.

The well-established staff group are supportive of one another and eager to learn from each other's positive practice. The management group uses a reflective approach as they plan for further developments in the nursery. This makes sure that all improvements made are fully informed by children, parents and staff. As a result, improvements consistently improve the quality of care and education for all children. Links with the local school are strong with staff being proactive in sharing details of children's needs and progress with their new teachers. The nursery welcomes visits from teachers who spend time working alongside children before they start school. There are effective links in place with additional agencies, so that staff are able to seek additional support for children. Staff share positive practice with other nurseries within the same group, with managers often taking the lead for researching new developments and keeping their colleagues updated. Networking with local nurseries through meetings and support from the local authority development officer provide further opportunities for managers to keep updated and drive forward improvements. Children who speak English as an additional language are well supported as staff workers learn key words in the child's language to ensure children are fully included and supported as they learn English. Good relationships with parents are in place as they are well-informed of their child's progress and are encouraged to contribute with ideas and suggestions regarding improvements to the nursery. Social outings, parents' evenings and newsletters keep parents further informed and make sure they are fully included in their child's care and education.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY372038
Local authority	Wigan
Inspection number	917745
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	59
Number of children on roll	76
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	23/02/2012
Telephone number	01942 875 985

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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