

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY372028
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Inspector Jannet Mary Richards

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Holyrood Day Nursery has been operating since 2002 and has been registered under the existing ownership since 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The nursery building was originally a public house, which has been suitably converted to provide childcare. The building is accessible, with all day care rooms sited on the ground floor and a holiday club room on the first floor. Children have access to two outdoor play areas. The nursery is located in a residential area near Swinton town centre and serves the local community.

The nursery opens each weekday from 07.30 to 18.00 all the year round. It offers a day care service for young children and out of school provision for older children. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 143 children on roll. Children attend for a variety of full and part time sessions. The nursery supports a small number of children with a disability or learning difficulty, and a small number of children who speak English as an additional language. The nursery employs 36 staff who work with the children. The majority of the staff hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Children make good progress in their learning and development because the staff know them well and plan activities and care routines based on individual children's needs. Effective policies and procedures ensure the safety and welfare of the children attending the nursery. Children develop positive relationships with their carers and friends, they are made to feel welcome and are valued as unique individuals. The strong partnerships with parents and others involved in the lives of the children ensure that everyone works together to support the children effectively. The managers and staff have a very clear understanding of their strengths and areas for development, using effective systems to monitor and continually develop the nursery provision.

What steps need to be taken to improve provision further?

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

- continue to develop the existing good practice to enable all children to benefit from a sustained relationship with their key person
- continue to develop the strong partnership with parents to ensure that they can contribute more information about their child's starting points and development
- ensure that resources with positive images of race, culture, gender and disability are freely available in all rooms for children to learn from, relate to and value differences

The leadership and management of the early years provision

The management team is committed to ensuring that children enjoy the time they spend in the nursery, make good progress and are safe and well cared for. Rigorous staff employment and vetting procedures ensure that the adults who care for children are suitable. The enthusiastic staff team access training on a very regular basis, ensuring they have the knowledge and skills to work effectively with the children.

Records, policies and procedures are well maintained and followed well in the day-to-day practice, ensuring the nursery day runs smoothly. Effective risk assessments and hazard checks minimise any risks to the children in order that they can play safely. The staff have a good understanding of how to safeguard the welfare of children. The staff team are deployed effectively to support the children with evidence of some very good emerging practice. Some staff have moved group rooms with their key group of children, which has allowed strong relationships to develop over time as staff know the children very well indeed and are able to meet their individual needs very effectively. This effective key person system, which is very beneficial to children's emotional well-being, is not yet implemented throughout the nursery. The children who do not move rooms with their key person are also settled and happy because the transitions between the group rooms are well managed, although they do not have the same benefit of the sustained key person relationship.

Effective systems are in place to identify strengths and areas for improvement. The nursery self evaluation and development is influenced by the views of parents, children and staff. Parents are asked for their ideas for healthy menus, for example, and their views are taken into consideration when reviewing the healthy eating policy. The managers spend time in the nursery, observing staff and children in order to identify strengths and areas for improvement, these are then used to create action plans for future development. The nursery has a strong capacity for improvement with committed staff who strive to provide good quality care for the children.

The nursery staff develop very good working relationships with parents and carers. They are made to feel welcome and are well consulted. Regular parental survey questionnaires, for example, allow parents to express their views on the nursery provision. In addition, they are provided with a wealth of useful information, including a booklet of ideas to support the children in their learning and development. They do not yet have the opportunity to contribute fully to children's assessments, however, which means that staff may not always be fully aware of children's abilities, including the things they do at home. The nursery works very well in partnership with other agencies to support children with a disability. The staff have developed good links with local schools and other day care providers to ensure that children have smooth transitions to school and work together to support children effectively.

The quality and standards of the early years provision

The staff team has developed effective planning systems which allow the children to make good progress in their learning and development. They observe the children on a very regular basis and use this information to plan enjoyable activities to encourage their individual progress. Staff note, for example, how a young child enjoys playing peek-a-boo with a piece of fabric. They then plan a simple activity using puppets to play peek-a-boo to further encourage the child's communication skills and awareness of space. During play children are well supported by the staff who talk to them and effectively encourage their communication and thinking, so that they are challenged at a level appropriate to their individual understanding and development. Children who have a disability and children who have English as an additional language are well supported and included. Individual staff skills are used for translating and using key words in a child's first language to help them gain an understanding of English. Staff work in partnership with other agencies to create individual plans to support children with a disability in a consistent way which encourages their good progress.

The indoor and outdoor learning environments are well organised to encourage children to reach toys and equipment easily, providing them with choices and opportunities to extend their own play ideas. In the baby rooms, for example, children are able to reach out and explore the texture of objects and effects of lights in the sensory area. Toddlers can reach a good range of toys and resources, they explore the properties of paint, sand and water, learn how to use simple computer programs and play imaginatively in the role play areas. Pre-school children use their outdoor area to plant herbs and scented plants, they explore the texture, shape and colours of autumn leaves and the different shapes and sizes of twigs they collect. Throughout the nursery children are able to play with toys and look at books which have positive images of different people in society. These encourage the children to become aware of differences and provide children with positive images to relate to on a personal level. Some rooms have fewer resources than others, however, which means that some children have fewer opportunities to use these resources in their play.

The welfare of the children is promoted well. Most of the staff have completed safeguarding and first aid training and are committed to ensuring that the welfare of the children is a priority. The premises are safe, clean and well maintained, ensuring that children play safely and the risk of the spread of infection is minimised. In addition, the children develop some independence as they manage some of their own personal needs; the older children wash their own hands and toddlers are encouraged to wipe their own noses and help to clean the tables before meals. The children learn about the importance of caring for themselves as they discuss safety in the sun and near water. The older children make simple rules about behaviour, ensuring they develop an understanding of acceptable behaviour. In addition, they are supported well by staff as they learn to share their toys and take turns. Overall, the children are confident, happy and are developing a good range of skills and knowledge for their future 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.