

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY372041
Inspection date 28/10/2008
Inspector Janice Shaw

Setting address 320 Manchester Road, Astley, Manchester, M29 7DY

Telephone number 01942 897 739
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).

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 registered in 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The nursery operates from a detached property in the Astley area of Manchester, that offers eight care rooms, plus associated facilities. There is a large enclosed outdoor area. Access to the premises is suitable for children with disabilities.

The nursery may care for a maximum of 105 children at any one time under the Early Years Register and compulsory part of the Childcare Register. The nursery is also registered on the voluntary part of the Childcare Register to enable them to care for older children. There are currently 150 children on roll most of whom are on the Early Years Register. The nursery supports children with learning difficulties and disabilities.

The nursery opens five days a week all year round excluding Bank Holidays and opens from 07.30 to 18.00. An out of school club is also provided which opens during term times from 07.30 to 08.45 and from 15.30 to 18.00. The holiday club operates during school holidays from 07.30 to 18.00.

There are 32 staff working with the children. Of these, 30 hold suitable childcare qualifications and one is working towards a qualification. The nursery liaises with the local Wigan Sure Start development workers and is currently completing the Wigan Accredited Quality Assurance Scheme.

Overall effectiveness of the early years provision

Holyrood Nursery offers children a high quality provision in a homely and stimulating environment. The staff's first-rate knowledge of each child's individual needs ensures that all aspects of children's learning is skilfully encouraged. The key worker system works exceptionally well and ensures that there is an inclusive environment where children make good progress in their learning. The management team have a clear vision for the development of the nursery; this contributes substantially to the settings self-evaluation programme which clearly identifies areas for future improvements.

What steps need to be taken to improve provision further?

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

- ensure that good hygiene practices are promoted by ensuring that children's hands are washed following nappy changing
- where children receive education in more than one setting, ensure continuity and coherence by sharing relevant information with each other and with parents.

The leadership and management of the early years provision

The company's well organised recruitment, appraisal and staff supervision procedures promote children's safety and security. This means that staff are fully aware of all policy and procedural matters and know how to follow these fully to benefit the children. The highly professional commitment to staff development is enabling the nursery to improve their service through the continued development of the staff. Both 'in house' and external training courses are available. A recent 'in house' course on signing enabled improved communications to be in place for children with learning difficulties.

Senior staff play key roles in ensuring that there are effective systems in place that monitor and review all aspects of children's welfare and education. Consequently the nursery is continuing to improve and develop through ongoing self evaluation; this has a positive impact on children. The detailed self evaluation form gives a clear picture of the nursery's strengths and areas for development. All records are accurately maintained and kept up to date. Systems to assess and manage risk to the children and to safeguard their welfare are thorough and understood by all staff.

Staff are effectively deployed and the key worker system supports children's care and learning exceptionally well. Babies gurgle happily with their key worker as they have their nappies changed and children with learning difficulties value the close attention given by their key worker. There is a welcoming environment where children are motivated to investigate and explore for most of the day. Children's photographs, pictures and posters help them to feel at home, develop their confidence and increase their self-esteem. The accessible equipment in all areas of the nursery invites children's ongoing interest. For example, toddlers explore the different materials in the malleable bowls and older children confidently share the dressing up clothes between their friends.

Partnerships with parents are very positive; children benefit from the warm, trusting three-way relationships that they enjoy with their key-worker and their parents. There is a good two way flow of information between staff and parents about daily care routines and nursery business. There are systems in place to include parents in the assessment of their children's continued progress. Robust links with external agencies benefit the children's care and learning; staff welcome outside support for specialist matters such as inclusion, football and ballet.

The quality and standards of the early years provision

The staff team have secure knowledge and understanding of all areas of learning and as a result children make very good progress towards the early learning goals. There is a systematic observation and assessment system in place. Each child's starting points, achievements, interests and learning styles, are well documented and shared with parents. This ensures that children receive good levels of challenge appropriate to their age and stage of development. No formal links have been made, with other

early year's providers, to share information of children's progress towards the early learning goals.

Children are happy, confident and become animated as they arrive at the nursery, receiving a warm welcome from the staff and their friends. This helps children to develop good levels of confidence and self-esteem. They participate purposefully in the inviting activities on offer, such as creating models with play dough, playing with a variety of malleable bowls and creating imaginary play situations. For example, children dress up excitedly as Halloween characters in readiness for the party activities linked with this celebration. Younger children who have just started benefit from staff's understanding of the range of emotions experienced as children separate from their primary carers for the first time. They are very well supported with cuddles and sensitive reassurance from staff which helps to soothe children's anxieties as they settle into the group. Children develop good social skills and have very positive relationships with each other and with the staff. For example, they delight in discussions at circle time, sharing their news and talking about the phonic sound of the week.

Children lead a healthy lifestyle and are beginning to listen to their bodily needs. Each child brings in a toothbrush and paste from home, which enable them to practise cleaning their teeth at the nursery, pre-school children proudly show a visitor how they store these in their individual drawers. An effective healthy eating programme is in place and together with the provision of healthy and nutritious food promotes children's good health. Children decide independently when to stop for a snack during their play by going to the table and helping themselves to fruit and water. Whilst older children learn the importance of hand washing, staff do not always routinely wash children's hands as part of the nappy changing process. Many opportunities are on offer for children to extend their physical skills both inside and in the fresh air. Parents supply suitable weather proof clothes and wellingtons to enable children to experience fresh air and exercise whatever the weather. This results in children playing outdoors for significant parts of the day. This outdoor play also addresses the needs of children who benefit from more physical learning styles.

Children have access to information and technology in the form of computers, telephones, calculators and interactive toys and older children can competently use the mouse to move programmes on. Their independence is well fostered as children learn to find their own coat and put it on ready for outdoor play. Through these very good experiences and activities children are 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 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

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.