

Holyrood Day Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Holyrood Day Nursery was registered in 2009. The nursery operates from a two storey detached building in Bury, has disabled access and is close to Bury town centre and motorway links. There are six play rooms and children are grouped according to their age and stage of development. The nursery is open Monday to Friday from 7am to 6.30pm all year round. The nursery is registered on the Early Years Register to care for 79 children in the early years age group. The nursery provides support for children with learning difficulties and disabilities. There are 19 members of staff that work with the children, of these 14 hold an appropriate childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are confident, happy and settled in the nursery. They are making progress towards the early learning goals and their welfare is well promoted. They are well cared for and steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties and disabilities. Staff recognise the uniqueness of each child and celebrate their individuality. They are beginning to self-evaluate their practice and recognise where improvements need to be made, such as identifying next steps in children's learning and improving the outdoor play area. The nursery works very well with parents and outside agencies.

What steps need to be taken to improve provision further?

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

- ensure that children's social skills are encouraged by engaging them in simple tasks, such as setting and clearing tables at meal times
- encourage the physical development of all children by providing equipment that enables them to climb, balance and construct to improve their skills of coordination, control, manipulation and movement
- use observation and assessments to identify learning priorities and plan relevant and motivating experiences individual to each child and identify their next steps in learning
- include a variety of mediums, such as art work and photographs, in children's individual records of achievement to show progress and development.

The effectiveness of leadership and management of the early years provision

The managers and staff have a clear understanding of their roles and responsibilities to safeguard children. New procedures have recently been put into place and parents are made aware of them. The manager has experience of

making a referral and of local authority processes. All staff receive safeguarding training. Recruitment procedures are sound and the parent company encourages all staff to strive for higher qualifications. Risk assessments are in place for all areas of the provision and are reviewed regularly.

The management team are beginning to evaluate their practice and are starting a process of staff appraisal and identifying further professional development. The staff are a cohesive team and have good working relationships. They hold regular staff and management meetings to review practice. They have recently invited parents to fill in questionnaires and started a consultation process to determine future improvements but have had very little feedback. Parents receive good information about their child's care and education in the form of newsletters, open evenings, daily diaries for younger children and a well kept notice board. They are given information on intake about the curriculum and are invited to input into children's profiles.

The nursery promotes equality of opportunity and is building good partnerships with other professionals and the community they work in. Children with special needs are supported within the setting by speech therapists, teachers for hearing and sight impaired, educational psychologists and social workers. The staff are also building links with the large, local Asian community to introduce more of their culture into the nursery and ensure that dietary and religious needs are met. The premises meet the needs of people with disabilities and there is disabled access and toilets and level entrance and exits. The organisation of the premises, availability of resources and deployment of staff, effectively supports children's learning and development whilst promoting their welfare and well-being.

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

Children are making satisfactory progress towards the early learning goals. The environment is well set out in clearly defined areas allowing children freedom to move about and make choices about their play. They are given individual support by the staff and as a result children are confident and motivated to learn. They are happy, settled and involved in their play. There is a satisfactory balance of adult led and child initiated activities and the planning is flexible to take account of children's interests and individuality. For example, the children made cards to celebrate the Hindu festival of Diwali. This led to an interesting circle time as a child explained about a planned visit to London to celebrate the festival. The child would wear their best clothes, the family would light candles and share food and sweets with everyone. This was followed by a story of how King Rama slayed a demon with lots of heads and a discussion about the enjoyment we get from sharing with family and friends. Staff spend time extending children's language skills and critical thinking, such as asking them what they saw in the woods when they went searching for conkers. They talk to them and encourage an interest in books. Children have drawn pictures of their favourite books and stories and a small child in the baby room turns pages in a board book and babbles at the pictures excitedly. Children are beginning to understand problem solving, reasoning and numeracy in their day to day to day practice. They understand that

10 is more than five and are beginning to understand simple science with sinking and floating exercises in the water play. They have access to technology through elementary computers and are able to drag and drop objects using the mouse. Children have daily opportunities for fresh air and exercise in the outdoor area and they go for walks in their local environment to collect leaves and conkers. However, resources in the outdoor area are limited and children do not have opportunities to climb, balance or construct which would allow them to improve their skills of coordination, control, manipulation and movement. Children are confident, well mannered and ask questions. They remember to say 'please', 'thank you' and 'excuse me' as they try to pass each other and negotiate space on their bicycles outdoors.

Planning of activities is basic and covers activities for all children. However, it is not individual to the child's interests and development. Children's records of achievement contain some good observations, linked to the six areas of learning but records do not contain any of the children's work, photographs or next steps in learning, so it is difficult to assess their progress. Staff interact well with the children and effectively promote their self-esteem through the use of praise and responsibility. Their social skills are further encouraged and they build positive relationships as they sit and chat at the meal table and staff encourage them in the correct use of cutlery. They are beginning to learn self help skills, such as washing their hands, going to the toilet and putting on their outdoor clothes. They remark 'I can put my own coat on because I am big' and one child exclaims 'wow, I have done my button!'. Their social skills are extended by engaging them in simple tasks, such as setting and clearing tables at meal times and taking responsibility for tidying the play area.

Children feel safe in the nursery and understand basic safety rules. They are able to explain that when going downstairs they 'do not push because it is dangerous and we might fall' and 'we hold onto the rail'. Babies are secure and happy. They settle easily to sleep and wake up smiling. Staff cuddle them when they are tired. Positive steps are taken to promote children's good health and well-being. They have access to freshly prepared meals and snacks and there are sound systems in place to ensure their dietary requirements are met. Menus reflect a good balance of healthy meals with plenty of fruit and vegetables. Children help themselves to water throughout the day. Children's health is further protected with effective policies and procedures to prevent the spread of illness.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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