

Holyrood Day Nursery

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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*.

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.

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Description of the setting

Holyrood Day Nursery registered in 2011. It is part of a national chain run by Happitots Day Nurseries Limited and is situated in the Princes dock area of Liverpool. The provision has full disabled access and facilities. Children use six nursery rooms. All children share access to the sensory rooms and fully enclosed outdoor play area. The provision primarily serves local business and community.

The provision is registered on the Early Years Register, to care for a maximum of 100 children, of whom no more than 24 children may be under two years at any one time. Currently there are 13 children on roll. The provision is open Monday to Saturday from 7am to 6pm with the exception of three bank holidays.

The provision employs six staff who work with the children. All staff have a relevant early years qualification to National Vocational Qualification Level 3; and two also have a Level 4 qualification or a foundation degree. They are supported by the local authority and a quality improvement advisor. They provide funded education for three-and four-year-olds. Currently the staff care for children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The children are making excellent progress in their learning and development, as the staff recognise the uniqueness of every child. Activities are interesting and challenging, which helps the children to make continual progress. Safeguarding is given utmost priority, ensuring the children's welfare and happiness. The majority of steps are taken to help the children's understanding of differences in the society in which they live, even in this predominantly single culture setting. Partnerships with parents and other providers who deliver the Early Years Foundation Stage promote exceptional quality of education and care. An extremely successful method of self-evaluation aids the staff to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- display lists of words from home languages used by the children in the nursery.

The effectiveness of leadership and management of the early years provision

The nursery has robust policies and procedures, which are consistently used to help ensure the health and safety of all the children. The staff are extremely aware

of their responsibilities in safeguarding the children and receive on-going training. A designated person for child protection works closely with other agencies to help protect the children's welfare. The staff are vigilant in supervising the children, being particularly conscious of the differing age range and abilities. A meticulous recruitment plan ensures the staff are suitable to work with young children. Thorough risk assessments help to identify any hazards, which are swiftly minimised.

The manager has an extremely ambitious vision for the nursery and is successful at driving and securing improvement. She inspires her staff to work towards sustaining ambitious targets and to continually improve their own development. This results in the staff having an excellent knowledge and understanding about how young children learn. Therefore, staff are able to provide the children with a wealth of opportunities to participate in exciting and interesting activities, which leads to them making continual progress.

The nursery is extremely well resourced, containing high quality furniture and equipment that actively contributes to the children's continuing learning and development. The toys are imaginatively arranged and are within the children's reach, allowing them to independently self-select items of their choice. Staff successfully organise a sensory room, which contains lights and gentle sounds and is where the children find tranquillity. The children are making excellent progress in their physical development during play in the outdoor area, which contains a wealth of resources that inspire the children's imagination and encourages them to participate in cultivating of vegetables and in exploring the earth.

The staff actively promote equality of opportunity. They are highly effective at encouraging the children to settle swiftly and to become well integrated. They know the children in their care extremely well, so are able to successfully provide for their individual needs. A vast range of resources reflect positive images of diversity, helping the children's understanding that although everyone is different, all are just as important. Both the boys and the girls have equal access to all the toys and resources available as the staff encourage their continuing independence.

The staff share an excellent relationship with the parents. They are heavily involved in the decision making about the nursery, for example, in the designing of the garden. The quality of communication for example, through newsletters is exemplary. Parents are very well informed about all aspects of their own children's achievements, well-being and development. Precise information and support is readily available to aid the parents to continue the children's learning at home.

The staff are highly committed to working in partnership with other providers who deliver the Early Years Foundation Stage. This is because it benefits the consistency of care and education the children receive when they attend more than one provision. The staff work extremely well in liaising with local agencies to ensure the children receive the help and support they require, which helps to successfully promote their care, welfare and well-being.

The nursery is of an exceptionally high standard, as the staff maintain continuous improvement. A successful method of self-evaluation incorporates the views and

opinions of the children, staff and parents. This provides an accurate appraisal of the nursery's effectiveness and what the staff need to do to secure further progress. Plans for the future are ambitious but are well targeted.

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

Babies are extremely content and settle swiftly, as their individual health, physical and dietary needs are met to an exceptional standard. The older children have an excellent understanding about the importance of following good personal hygiene routines, with the younger ones learning this skill. They cultivate some vegetables which aids their understanding about making healthy choices at snack and meal times. The outdoor play area enhances the children physical wellbeing. The staff are innovative in creating a vast range of challenging games which helps to secure the children's understanding of the importance of regular exercise.

The children demonstrate a strong sense of belonging and feel safe when in the nursery. Their behaviour is exemplary, as they are happy, content and participate in activities that entice their interest. They are learning to keep themselves safe when using a range of tools, for example, scissors, which they handle with increasing confidence. Older children show a mature response when accepting responsibility, for instance, to pick up their toys after play to prevent trips and falls. The organisation of routines and high quality interaction help the children to gain an exceptionally strong sense of security.

Children are eager to attend and are making significant gains in their learning and development. Younger children are learning to make marks on paper, whilst older children are learning to write their name. Although the staff do not raise the children's awareness of different scripts, for example, by displaying lists of words from home languages used by the children in the nursery. However, staff provide the children with a highly stimulating and welcoming environment that fully reflects the wider community. The staff plan for each child's individual needs and evaluate their learning, with assessment arrangements being rigorous. This helps the children to make continual progress in their learning. Teaching is rooted in expert knowledge of how young children learn. Activities are rich and varied both within the nursery as well as the children taking opportunities to participate in many trips for example, to local museums and to the town centre. The older children apply their numeracy as well as their communication skills with confidence. Their learning about modern technology is exceptional. They play a full and active role in their learning and show the desire to explore when in the garden. They chat happily about the trips they take around their local community and they are well prepared for their transition into school. The children are making great strides in developing their skills for the future. They are very confident and are developing excellent relationships with their friends. They work exceptionally well independently and display exemplary negotiation skills. All children take part in a vast range of play and are learning to value 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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

Met