

Holyrood Day Nursery, Media City

Inspection report for early years provision

Unique reference number EY436473
Inspection date 26/04/2012
Inspector Laura Hoyland

Setting address Unit 3 Central Park, 3 Ohio Avenue, SALFORD, M50 2GT

Telephone number 08007 819726
Email susan@bertramuk.com
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Holyrood Day Nursery is one of 33 nurseries managed by Happitots Day Nurseries Limited. The setting was registered in 2011 and is situated in Media City UK, Salford. It operates from three main rooms with a fully enclosed area for outdoor play.

The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local and wider area and is registered for 134 children in the early years age range. There are currently 64 children on roll who attend for various sessions and full days. The setting supports children with English as an additional language. The setting opens six days a week from 7am to 7pm all year except bank holidays over the Christmas period.

The setting employs 13 members of staff. Of these, all staff hold appropriate early years qualifications to level 3, and one member of staff has Early Years Professional Status. The nursery is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A highly motivated and effective staff team provide a warm and welcoming environment for all children where they feel safe and secure. Staff know children well and ensure their individual needs are effectively met. Children make good progress in all six areas of learning. They engage in activities and learning opportunities that overall support their learning and development. Effective links have been established with parents, carers and other providers to ensure children make good progress in relation to their starting points. The staff team have a very clear vision for the continuous improvement of the setting and are enthusiastic in their approach.

What steps need to be taken to improve provision further?

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

- create a stimulating environment that offers a range of activities, which will encourage children's interest and curiosity outdoors
- support children's growing independence as they do things for themselves, such as, self-serving their own meals.

The effectiveness of leadership and management of the early years provision

Safeguarding is a high priority for all staff in the setting. For example, all staff have attended safeguarding training and are aware of their roles and responsibilities. Children are further safeguarded by the setting's robust recruitment and vetting procedures. All staff have had Criminal Records Bureau checks and are suitable to work with children. This means that children are safe and secure while in the setting. Staff conduct detailed risk assessments ensuring safety is continuously monitored and reviewed. Effective systems are in place to ensure only persons known to the setting can collect children. For example, fingerprint recognition security systems are in place on all main entrances and individual children's rooms. This means there is a record of all people entering the building.

Staff have a very good understanding of the Early Years Foundation Stage and provide a wide range of quality resources to engage children and keep them motivated to learn. This means that children's learning and development is supported across all six areas of learning. Staff are deployed well in the setting to support children developing new skills. For example, older children sit together with a staff member who facilitates them in taking turns to use the computer. They independently change computer programs and use the keyboard and mouse to play simple games. This means children are developing their information, communication and technology skills, as well as, their confidence and self-esteem.

All staff clearly and accurately evaluate the setting and identify the setting's strengths and areas of development. They are able to prioritise aspects of the provision and continually look for ways to improve their practice. For example, individual staff enjoy taking responsibility for projects in curriculum areas to improve the outcomes for children. Self-evaluation is at the heart of the setting as they continually evaluate their practice and work as a team to drive improvement.

Staff have formed highly positive relationships with parents and carers. They share information regarding children's welfare, learning and development on a daily basis and invite parents to regular meetings to discuss their child's achievements. Parents are provided with good quality information about the setting and staff ensure they are always available to talk to parents at the beginning and end of each day. Information is also shared with other providers. For example, staff contact other providers to discuss children's interests and development to ensure continuity of care. The manager is proactive in forming positive relationships with other professionals. For instance, she attends an Early Years Professional forum to share best practice.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff have started to create picture dictionaries for children who have English as an additional language. Staff discuss key words and phrases with parents to ensure all children are fully involved in the life of the setting. Staff have good knowledge of each child's background and needs and discuss these with parents, which means children's welfare requirements are well met.

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

All staff have a very good understanding of the Early Years Foundation Stage. They regularly observe and assess all children and plan activities based on their interests, age and stage of development and new experiences. Staff effectively plan children's next steps, ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of the Early Years Foundation Stage. All children engage in a wide variety of activities and learning opportunities. For example, staff support babies to make marks in flour and praise their efforts. This supports children's early development of communication, language and literacy. Older children draw self-portraits using mirrors to look at their reflections before using creative materials to paint and draw themselves.

Children follow good hygiene procedures by washing their hands before snacks, meals and after toileting. They enjoy balanced and nutritious meals and snacks that are well planned to ensure their dietary requirements are met. However, children do not serve their own meals and drinks. This means opportunities are being missed to develop children's independence skills. During snack and mealtimes children enjoy sitting in small friendships groups where they talk about their plans for the rest of the day. For example, they plan running races and games. Children enjoy physical play outdoors and can access the outdoor area in all weathers. For instance, they wear waterproof suits and enjoy catching hailstones with staff in adverse weather conditions. This supports their knowledge and understanding of the world. Children eagerly play physical games with their peers and staff to develop their large muscle skills. For example, staff organise games using a large parachute that some children excitedly run under while others hide underneath. However, the outdoor area has not yet been fully developed and as a result, resources and learning opportunities are not fully embedded.

All children show a strong sense of security within the setting. For example, the happily explore their environment and seek their key person for cuddles when they are in need of a rest or reassurance. Older children are confident when talking about what they enjoy doing in the setting. For example, they are keen to demonstrate break dancing and the new dance moves they have perfected. Children are very well behaved and are developing an understanding of how to stay safe. For instance, older children have created their own risk assessments of the setting and discuss with staff how to stay safe.

The environment is well organised and accessible to all children. Resources are of high quality and appropriate for the age and stage of children's individual development. Staff also access resources in the local community to promote children's development further. For example, children visit the local waterfront to feed the ducks, they attend weekly story sessions at the nearby media centre and regularly visit the national children's television garden. This means they are learning about the community they live in.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children work cooperatively with their peers, for example, they use magnetic train carriages to make long trains and push them around the room together. This shows that they are developing respect for themselves and others.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

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