

# Holyrood Nursery

Holyrood Hope, Stott Lane, SALFORD, M6 8FJ

<b>Inspection date</b>	14/03/2013
Previous inspection date	13/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Partnerships with parents are highly successful in encouraging parents to become actively involved in nursery life, which contributes extremely well to promoting children's learning in the nursery and at home.
- The effective management and cohesive staff team are extremely committed to reflecting on their practice, which contributes to the continuous development of the setting and supports children's achievements over time.
- The environment is very safe and stimulating, where positive relationships are fostered well. As a result, children are very happy and develop in confidence.
- Children are well supported in their transitions within the nursery and when moving onto school. Consequently, they are well prepared for their future learning.

### It is not yet outstanding because

- Best practice in teaching style is not being systematically monitored and shared amongst staff, so that all children consistently benefit from the most effective teaching methods.
- Opportunities for children to recognise and match numbers, and further extend their interest in written numerals in the outdoor area are not fully explored.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children during adult-led and child-initiated opportunities in the different group rooms and outdoor play area, taking into account the wealth of information on display.
- The inspector held discussions with the manager, area manager, staff and interacted with the children and completed two joint observations with the manager.
- The inspector looked at children's learning records, the planning records, evidence of staff suitability and other relevant documents.
- The inspector took into account of the views of parents spoken to on the day.

## Inspector

Sue Birkenhead

## Full Report

### Information about the setting

Holyrood Day Nursery is one of several settings operated by Bertram Nursery Group. The nursery was registered on the Early Years Register under the current owners in 2008. The nursery is situated in the grounds of Hope hospital, Salford, Manchester, occupying a purpose built single storey premises, therefore accessible to all. The nursery offers full and part-time care to children of employees working in the National Health Service. The children are based in four rooms and have access to secure outdoor play areas. The nursery employs a manager who is qualified to level 4 and 22 staff of whom, four are support staff and 12 staff hold relevant childcare qualifications to level 2, 3 and 5. One member of staff is an Early Years Professional. The nursery is open from 7am to 7pm all year round, with the exception of Christmas Day, Boxing Day and New Years Day. There are currently 90 children attending who are in the early year's age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting is a member of the National Day Nursery Association and is in receipt of ICAN accreditation.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- monitor the use of peer observations to further promote consistency in practice, so that all children benefit from the most effective teaching styles that fully support their learning and development
- build on existing good practice outdoors to expand children's interest in written numerals, for example, by adding number labels on wheeled toys and a corresponding number on each parking space.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children thrive in this stimulating, exciting and good quality nursery. Staff understand the needs of every child in their care and know what interests them, which they use as a basis for taking their learning forward. As a result, children consistently display the characteristics of effective learning. For example, they investigate a variety of media, such as, recycled materials, dough and soil. Babies explore cooked spaghetti and access natural materials in the treasure basket. Toddlers have a wonderful time experiencing the feeling of paint on their bodies, as they roll and walk across paper to make marks. The indoor environment is rich in text and number to support the development of children's literacy

and mathematical skills. However, number recognition and children's interest in numbers is less well promoted outdoors.

Staff gather detailed information from parents, so that they gain a clear picture of children's starting points and interests. Purposeful observations and precise assessments are used effectively to identify children's needs and inform future planning. Children's progress is closely tracked and each child has their own learning record, which shows that they consistently make good progress in their development. Teaching techniques are largely effective because staff positively interact with the children, extending their play with new ideas and asking pertinent questions. Staff in the pre-school room show excellent teaching skills during a planned baking activity, as they organise children in groups of two and encourage them to discuss the quantity and weight of ingredients. However, this higher level of teaching is not fully consistent across the nursery because some staff are better than others at extending children's learning, particularly during small group activities.

Staff use highly successful strategies to engage all parents in their children's learning, such as holding parent's evenings, organising book loan schemes and encouraging them to share their observations from home. Parents and family members are actively involved in the nursery, for example, one parent read a story in German to the children and a grandfather shared Greek Easter traditions. Children who speak English as an additional language are extremely well supported by staff, as they provide books in dual languages and encourage parents to provide words in their home language. There is a strong focus on supporting children to acquire skills in the prime areas of learning, which helps them to gain the attitudes and abilities that prepare them well for school.

Children have a wealth of opportunities to develop their balance and coordination skills, both indoors and outside. They enjoy singing action songs and moving their bodies in time to the music. They take part in fun activities to support their understanding of phonics and they develop their vocabulary when they share books. Staff also attend 'baby sign' training to support children's non-verbal communication. Children explore their imagination when they re-enact stories outdoors, and they develop their understanding of the world, for instance, when they follow the 'Eco School' criteria for recycling and celebrate various festivals throughout the year.

### **The contribution of the early years provision to the well-being of children**

Children are cared for in an extremely welcoming environment, where their sense of belonging is promoted well through the many attractive displays. They become active learners because of the very effective organisation of resources. They explore the safe and secure environment, confidently making decisions about their play, which promotes their independence. The key person system is implemented well, as staff know the children well and clearly respect their individual needs. This helps children to develop secure attachments.

Children manage their personal hygiene needs well and follow good routines. They confidently explain why they wash their hands and the consequences if they do not,

therefore, supporting their understanding of healthy lifestyles. The dedicated chef is passionate about her role and takes pride in providing a variety of nutritious and healthy meals. This means children eat well and learn about the positive effects of healthy foods on their overall well-being. Babies are held closely when bottle feeding and baby-led weaning is encouraged and supported by their parents. Children learn to set the table and serve their own meals from a young age. Consequently, they begin to make choices for themselves and develop their self-care skills well. Children actively gain an understanding of the need for physical exercise, for example, by taking part in music and movement sessions and going on walks in the local area.

Children indicate they feel safe when they turn to familiar staff for comfort. They settle well because staff make good use of the family photographs on display, which helps children to feel reassured. Staff are vigilant about ensuring children's safety and implement many effective practices that help children stay safe. For example, they use the 'walk-o-dile' on outings, wear high visibility clothing and practise road safety using props in the garden. In addition, staff outline hazards and make children aware of the consequences of their actions during play. They allow children to take risks under close supervision, as they learn to negotiate apparatus outdoors.

Staff approach the management of children's behaviour with consistency. They intervene in a timely fashion to diffuse minor conflict and regularly praise children's achievements to promote their self-esteem. Consequently, children play cooperatively together and become very confident and well-behaved. Staff work closely with local schools in order to ease children's transition when they move on. Teachers are encouraged to visit the nursery to meet the children and transition reports are shared via the children's parents.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. The manager clearly promotes a positive approach to safeguarding because staff know how to protect children, implementing well the many records, policies and procedures that underpin effective practice. Robust recruitment and selection procedures ensure staff are suitable and skilled to work with children. Staff are vigilant and manage risks effectively, so that children learn and play in complete safety. Extensive security systems, such as closed circuit television cameras in all rooms, further enhance children's safety and security.

A wealth of information regarding nursery life is impressively shared with parents in a variety of ways, including the welcome brochure, monthly newsletters and the nursery website. Parents play an extremely active part in nursery life through the regular 'parent forum' meetings and the organised social events. For example, on the day of inspection, parents take part in a 'bake off' for charity. Parents are highly complementary about the nursery. They think it is 'fantastic and cannot fault it at all'. They believe the nursery prepares children really well for school and think their children have definitely made good progress. They value their voice being heard and have found the nursery supportive in accommodating breast feeding mothers and baby-led weaning.

There is an effective programme of staff appraisal and supervision, which contributes to performance monitoring. Staff complete a good level of additional training to extend their knowledge and skills, which further promotes children's learning. They are beginning to complete peer observations, so that they can watch and learn from each other. However, these are not yet closely monitored to fully promote consistency and ensure that all children benefit from the highest level of teaching practice.

The views of children, parents and staff are valued and actively sought. Realistic action plans target improvements for the future, which effectively support children's achievements over time. All previous recommendations from the last inspection have been fully addressed and improvements following the 'I Can audit' have been implemented well. For example, planning now clearly focuses on children's interests and effective tracking systems accurately monitor children's progress. The manager also has plans to introduce computerised systems for sharing children's learning records, as well as plans to refurbish the garden. In addition, she is collating data to monitor different groups of children's learning, in order to contribute to the local authority 'quality improvement framework'. This demonstrates the nursery's strong commitment to maintaining ongoing improvement.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY370892
<b>Local authority</b>	Salford
<b>Inspection number</b>	908196
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	13/10/2008
<b>Telephone number</b>	0161 788 7730

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

