

# Holyrood Nursery

Holyrood Nursery, 124 Rake Lane, Clifton, Swinton, MANCHESTER, M27 8RH

<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:	2
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

- Children make good progress in their learning because activities stimulate them and are linked to their interests and planning is individualised to meet their needs.
- Planning and assessments display an accurate understanding of children's development so staff can meet their needs effectively.
- Self-evaluation is very effective, as the views from children, parents, staff and outside agencies are taken into account in order to set ambitious targets and develop action plans to raise standards and meet everyone's needs.
- Children are well prepared in their transitions within the nursery and with local schools. Partnerships with other professionals and parents are strong.
- Behaviour is good and contributes to effective learning. Children are encouraged to be independent and take responsibility in activities and routines.

### It is not yet outstanding because

- Ideas and resources to encourage children to experiment with writing and reading examples of environmental print, such as labels in role-play areas, are not fully developed. As a result, children are not extending their existing good skills in literacy.
- Staff have not fully explored a range of other methods to enhance some children's communication and language skills, such as using picture cues and real life objects to support understanding.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all of the rooms on the ground floor.  
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and the self-evaluation form.
- The inspector spoke to the managers and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children and two parents spoken to on the day.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

The Holyrood Day Nursery was registered in 2008 under the existing ownership and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is part of a group owned by Happitots Day Nurseries Limited. The nursery is situated in purpose-built premises in the Swinton area of Manchester, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted public house building, with all day care rooms sited on the ground floor and the out of school provision on the first floor. There are two fully enclosed areas available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. It offers a day care service and out of school provision. There are currently 182 children attending in the nursery who are in the early years age group. Five children in the early years age group attend the out of school provision. 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 and children with special educational needs and/or disabilities.

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

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

- enhance role-play areas further by enriching these with a variety of different print, such as signs, posters and names, where children can experiment with writing and learn about words
  
- support children with communication and language difficulties further by displaying pictures and photographs showing familiar events, objects and activities and talk about them with the children.

## Inspection judgements

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

Children make good progress in their learning towards the early learning goals. This is clearly demonstrated through close monitoring and assessment of children's skills on entry

and progress to date. Educational programmes are covered across the seven areas of learning and meet the age and stages of all children as appropriate. Planning is effective as it is based on children's interests, and parents contribute to this by sharing their observations of what children achieve at home. As a result, activities are stimulating and meaningful to children and parents are involved in their child's learning. Observations are accurate and effectively inform staff of children's next steps.

Great emphasis is put on developing effective communication and language skills from a very early age. The successful implementation of the 'Every Child a Talker' (ECAT) programme has brought communication and language skills to the fore. For example, babies are encouraged to communicate by expressing themselves by babbling, giving eye contact and smiling. They enjoy exploring different materials, such as flour, with their bodies and by using all of their senses. They demonstrate effective physical skills using their fingers and gently squeeze flour and empty it in a cup. Interactions between staff and babies are strong and babies learn about language when staff speak to them. For instance, they say, 'Rub the flour. That's it.' Staff are vigilant, have high expectations and a good knowledge of how children learn. They are quick to identify children who require additional support. Referrals are made to outside agencies as necessary and provision is carefully tailored to meet the needs of children. Staff use simplified language and gestures with those children who require additional help in developing their language skills and this helps them understand. However, staff have not fully explored other ways to support some children's understanding, such as using props, visual cues, pictures and real-life objects, to demonstrate what is being said so that all children's understanding of language is further enhanced.

Children's early reading and writing skills are developing well. Staff encourage toddlers and pre-school children to practise writing their names in preparation for school. They are supported well through weekly letters and sounds activities and the support of an experienced member of staff who holds Early Years Professional Status. This means children have a good knowledge of letter sounds and are well-equipped for the early stages of reading. Children are given opportunities to be involved in role-play and examples include a post office and a kitchen for the older children. However, opportunities to extend children's literacy skills during their imaginary play, such as encouraging them to write for a purpose, or begin to recognise letters and words on labels, are not fully explored. As a result, children do not always make the most of the learning in these areas and their literacy skills are not maximised to full effect.

Mathematical concepts are incorporated in all activities and routines. For example, young toddlers delight in joining in counting when playing hide and seek with members of staff. Pre-school children demonstrate a good understanding of number and count independently to ten when playing a card game on the computer. Skilful staff extend their learning further by asking questions, such as 'What comes after number six? And what comes before five?'. Young toddlers enjoy shaking bells and hitting drums with drum sticks and move in time with the music. Pre-school children are enthusiastic about playing imaginatively and use technological toys, such as large calculators as props representing telephones. They delight in chatting to their friends about an imaginary journey on a bus and play harmoniously as a group.

Staff regularly share information about children's progress with parents, who are strongly encouraged to be involved in their child's learning. Completed observations sheets in the nursery are sent home on a weekly basis, together with an observation sheet for parents to complete at home. This means that children's interests and skills observed at home are effectively incorporated into planning for their future learning. Staff also talk about the areas of learning and stages of development at parent meetings. Parents and carers are involved in the progress check for children aged two and ideas to support children's learning are shared to ensure effective continuity in children's early education.

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

Children feel happy and secure because the nursery establishes positive and trusting relationships with parents and children from the start. A key person system is well embedded, and parents are complimentary about the bonds their children have with staff. For example, they say, 'The staff are very good. My daughter is always talking about them at home.' Transitions are effective and well organised to ensure good continuity of care. For example, when children are new, staff phase them in gently and reassure parents. Staff work closely with parents to discuss children's routines and mirror home routines in the nursery so children's needs are met. Babies settle quickly with their key person and happily interact by smiling and giggling when they share games together. For example, babies explore materials and textures with their hands and mouths and then watch their key person tapping wooden spatulas together. Babies copy what the adult is doing and smile. When children move rooms within the nursery, arrangements are made for their key person to move with them so children settle in quickly.

Children behave well because staff are meeting their needs and interests very well. Close and effective monitoring of episodes of behaviour and incidents ensures that any patterns of behaviour can be addressed quickly. Staff support children's understanding about staying safe effectively. For example, they are given gentle reminders about handling equipment and tools safely. Children demonstrate very good self-help skills, particularly at meal times when young toddlers hand out individual drinking cups to their friends. Other good examples include toddlers and pre-school children serving themselves by spooning pasta and mince on to plates. Within the various care rooms, resources are of good quality and are well-organised so children can self-select and make choices. Such positive experiences teach children to be independent and how to be responsible for their own learning. This means they are well-equipped for school.

All children are secure in their understanding of healthy practices. Children choose from a wide range of healthy food options, such as fresh fruit and crackers, and have access to fresh drinking water at all times. Parents are delighted with the way staff encourage children to be independent and eat a wide range of foods. For example, they say, 'Staff have worked miracles with my daughter, she wouldn't eat anything. She will sit down and eat meat pie now. The change in her is amazing.' Staff encourage children to manage

their own personal hygiene and care practices, such as nappy changing, are good. Staff monitor and record each nappy change and inform parents at the end of the day so children's care needs are met. Children benefit from fresh air and daily exercise in a well-resourced outside area. They love digging in a giant sandpit and practise learning to control their large muscle movements when on bikes and when running around.

Partnerships with parents, outside agencies and local schools are secure. Staff work hard to build links with teachers and they invite them into the nursery along with parents, to discuss the children. Detailed records and information about children's progress is shared effectively, and includes children who require additional support. As a result, all children's needs are met and transitions to school are successful.

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

High regard is given to safeguarding and, as a result, children are kept safe. All staff attend safeguarding training and first aid training. They have a secure knowledge of the indicators of abuse and know who to contact should they be concerned about the welfare of a child. Arrangements for notifying outside agencies concerning child protection issues are secure and clearly followed. Risk assessments of all areas on the premises are thorough and any potential hazards are removed so children are protected from harm. This is further enhanced through additional security measures, such as the use of a video recording security system that monitors the safety of both children and staff. Procedures for vetting, recruitment and induction are robust and ensure that all members of staff are suitable to work with children. All required documentation needed to meet the welfare requirements of the Statutory Framework for the Early Years Foundation Stage is in place.

Self-evaluation is effective and takes into account the views of staff, parents, and children and outside agencies. A particular strength is the way the nursery gathers the views from children. For example, children can share their ideas with staff in the children's committee group or informally via conversations so staff can implement changes to meet children's needs. The nursery has swiftly met previous recommendations raised in the last inspection about continuing to develop existing good practice around the role of the key person. For instance, the nursery now has key person planning, and key persons move with their key children between rooms at transition times. This means children develop strong bonds with their key worker and feel emotionally happy and secure.

The manager is well-organised and effective in inspiring her team. She has a good knowledge of the skills of her staff and carries out staff appraisals on a regular basis to identify any gaps in knowledge and training. Roles and responsibilities are clearly defined and areas of responsibility are evenly spread to ensure the smooth running of the nursery. For example, the nursery has a nominated member of staff with Early Years Professional Status who supports staff and oversees planning and assessment with the manager. The monitoring of educational programmes is good and ensures children receive a broad and balanced curriculum. As a result, the provision is effective in meeting the needs of all

children.

Well-established links are forged with parents, local schools and outside agencies and means effective continuity of care for children. Assessment and tracking of children's progress is accurate and effective in identifying gaps in learning. Staff have a good knowledge of child development and are quick to identify children who require additional support. An example of a method staff use well to identify children with specific communication and language difficulties is via 'Every Child A Talker' (ECAT). As a result, the nursery is effectively monitoring different groups of children and gaps are closing.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY372028
<b>Local authority</b>	Salford
<b>Inspection number</b>	907515
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	140
<b>Number of children on roll</b>	182
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	13/10/2008
<b>Telephone number</b>	0161 794 8331

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## 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.

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