

# Holyrood Day Nursery

Princes Dock, Liverpool, L3 1DL

<b>Inspection date</b>	15/02/2013
Previous inspection date	02/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 strong progress from their starting points through a varied and challenging range of activities across all areas of learning.
- Children have many opportunities to develop their independence, particularly at meal times. This means they become confident in their own abilities and develop their social skills.
- Children learn about keeping themselves safe and healthy through everyday routines and practices.
- Partnerships with parents are strong. This contributes directly to children's learning and to the self-evaluation process, planning future development for the nursery to benefit all children.

### It is not yet outstanding because

- Some resources are not presented in a way that is enticing to children to help them make their own choices about what to play with.
- There is scope to improve the opportunities for children to have more time to talk and think by staff consistently using appropriate questioning.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the manager, deputy, area manager and spoke with many of the staff team and spoke with children.
- The inspector looked at children's assessment records and discussed with different members of the staff team how they are using these to support children's individual learning and development.
- The inspector looked at the setting's self-evaluation form and other evidence of how the nursery is evaluating the provision, such as parent and staff involvement.
- The inspector observed staff caring for children in the main rooms and in the outdoor environment.
- The inspector checked key pieces of documentation, such as child records, developmental profiles, medication records and planning documents.

## Inspector

Linda Shore

## Full Report

### Information about the setting

Hollyrood Day Nursery was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Princes Dock area of Liverpool, and is part of a national chain of nurseries run by Happitots Day Nurseries Limited. The nursery mainly serves the local business community and is accessible to all children. It operates from six rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications. The manager holds Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 68 children attending who are within the early years 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.

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

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

- enhance children's learning through the consistent use of appropriate questioning to give children time to talk and think
  
- help children develop their self-confidence and make creative decisions by presenting resources attractively both indoors and outside.

## Inspection judgements

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

Children enjoy their time at the nursery. Staff use their strong knowledge of the Early Years Foundation Stage to plan and provide an appropriate balance of adult-led and child-initiated activities. Overall, children make good progress through a varied range of experiences across all areas of learning. Staff know the children well as they make regular observations of what children enjoy and what they can do. They plan very well for their interests, enjoyment and next steps in learning and children make strong progress.

Children are learning patience, turn taking and developing social skills as they engage in meaningful conversations with adults about their time at home and nursery. Children with

English as an additional language, see words in their home language around the rooms and in stories and games. This helps them understand the world around them and their place within it. They enjoy sitting together for activities where most staff are skilful at engaging their interest and encouraging interaction. For example, children make birthday cakes and candles out of play dough. Staff extend their learning by helping children count the candles and singing happy birthday. This relates their play well to their experiences at home, increasing their understanding of their community. These activities effectively develop the children's imagination, language and communication skills and their ability to develop their own ideas. However, there is scope to improve the opportunities for children to have more time to talk and think by staff consistently using appropriate questioning.

Children learn about shape, colour and numbers during daily routines. Staff guide them in counting objects and they receive high praise for their efforts as well as achievements. Even very young children learn to recognise colours as artwork involves mixing colours, so that they learn to be creative while exploring and investigating. Babies enjoy playing with interactive toys that produce sounds when they push buttons. This means that they are learning essential technological skills for the future as they play. A wide range of activities are available to choose from outdoors across all areas, including small world characters and books. However, these resources are not always organised in a way that is appealing to children, to encourage them to make their own decisions about what to play with outdoors.

Parents are involved in their children's learning through sharing information on their progress and achievements. A recent parents' evening was very well attended and received. Parents speak to staff when they collect their children, so that they are well informed about their activities. Any concerns are shared, so that the individual cultural and religious needs of all children and parents are met well. Parents contribute to the progress check at age two. This means that an accurate assessment of what children can do is made using all available information.

The strong progress in the prime areas of learning means that children are well prepared for the next steps in their learning, such as school. For example, children in the pre-school room are encouraged to concentrate for short periods of time during focussed activities.

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

Children feel secure in the care of staff at the nursery as their well-being is at the heart of nursery practice. They form a close bond with their key person and develop relationships with other staff and children very well as they play together. They settle well as staff work together to quickly identify their needs. This means that children develop a strong base for independence, learning and exploration. Behaviour is very good across the nursery and children learn right from wrong from staff who act as good role models. They learn to share, take turns and develop their independence through everyday activities, such as meal times and play.

Rooms are generally very well set out, vibrant and inviting as the nursery is undergoing changes and rearrangements to the benefit of all children. For example, room dividers

have been fitted to create accessible storage and section off the large open plan areas. This means children are more secure in their environment and are able to create quiet cosy zones and dens to rest or communicate with others. Most children, including babies, are able to access the toys and activities easily, so that they are able to make their own choices. However, resources for older children are not always presented in ways that fully encourage children's self-exploration.

Children are learning to be independent, as even young children serve and feed themselves with little help. They learn to make healthy food choices as staff discuss foods as children eat. All food is tasty and nutritious and prepared by the cook on site. All children's dietary requirements are adhered to and there are high standards of hygiene in the nursery. Behaviour is good and children enjoy social time together, and with adults at meal times. Children learn to make healthy life choices as they play outdoors at the nursery regularly. Fresh air and exercise help to keep them healthy and are supporting the development of their physical skills. Children learn to keep themselves safe, taking calculated risks as they run, jump and climb and ride supported by timely reminders from staff.

Children move on to a vast number of different schools. This is a city centre nursery and parents travel from across the region, using the nursery which is close to their work. Transitions to school are eased as children are encouraged to bring their new school uniform into nursery when they learn which school they are going to. Key persons visit reception class and exchange information and progress levels with school staff. This all helps to ease the transition to school as children build their self-confidence and feel supported as they prepare for the next steps in their learning.

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

Staff are monitored effectively through supervision meetings and annual appraisals. Training needs are discussed and implemented. Any lapses in practice are dealt with quickly and thoroughly by the management team or area manager. The management structure is strong, and the premises are safe, clean and secure. The inspection showed the management take decisive action to ensure that the health and safeguarding of children is at the forefront of practice. Therefore children play and learn in a safe and healthy environment.

Thorough self-evaluation takes into account the views of staff and children. Parents input into the running of the setting through a parent representative. Parents have very positive views about the nursery and their comments on the provision are valued. Staff effectively identify areas for future development and implement these very quickly. For example, a change in routines has improved the sleep time experience for all children.

All staff have a thorough knowledge of the correct steps to take to help ensure all children's health and safety. Children are well safeguarded in the nursery as the manager has an excellent understanding of child protection and safeguarding, which she passes on to the staff. The premises are secure and there are robust procedures in place for staff

recruitment and the collection of children. Full and accurate records are kept and staff are aware of the need to be vigilant and to report any concerns to the manager or to an appropriate agency. Staff have completed safeguarding training and many have paediatric first aid certificates. They carry out daily safety checks on the premises, which mean that children are kept safe from any potential hazards.

There is a strong overview of the curriculum with good monitoring to ensure children make consistent progress. For example, the manager's overview is completed each term, checking each child's development and progress to ensure children are all being challenged to reach their potential. Planning and assessment is used well to identify any areas for further development in learning. For example, the mandatory assessment at age two indicates a need for early intervention to support speech and language development for some children. Appropriate action is taken and good partnership working with parents and other professionals ensures children get the support they need and are well-prepared for the next stage in their learning.

### **The Childcare Register**

The requirements for the compulsory 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>	EY424052
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	904331
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	02/02/2012
<b>Telephone number</b>	0151 227 4345

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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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