

Holyrood Nursery

Heywood Road, Castleton, ROCHDALE, Lancashire, OL11 3BT

Inspection date	27/03/2013
Previous inspection date	08/10/2008

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

The quality and standards of the early years provision

This provision is satisfactory

- The management team has a strong commitment to continually review and improve the service for children. They understand how to keep children safe.
- The key person system is effective which means children's needs are well-provided for and children form strong and secure attachments to adults who care for them.
- Partnerships with parents are good. This helps ensure children's learning and development is supported well in the home and in the nursery.

It is not yet good because

- Some practitioners do not always support children's learning well. For example, they do not encourage children to find out more about what children notice by exploring and investigating alongside them, or by asking open ended questions.
- Large group activities do not always fully consider the needs and abilities of all children. This means that sometimes children are not fully engaged or able to contribute in a way that is of value to them.
- There is not a limited range of books. This reduces children's opportunities to develop, their imagination and language skills and also other areas of learning, such as mathematical understanding and knowledge of the world.
- Some practitioners do not have a secure understanding of the progress check at age two. As a result, some children's needs are not addressed quickly.

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 had meetings and other discussions, with the company's director of education, the manager, the deputy manager and the chef.
- The inspector observed children playing in self-chosen and adult led activities, both indoors and outdoors and had discussions with key persons.
- The inspector carried out a joint observation with the early years professional. The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector held discussions with several parents and other family members, to receive their feedback.
- The inspector looked at policies, procedures and children's records, and checked evidence of staff's suitability and other relevant documentation.

Inspector

Caroline Midgley

Full Report

Information about the setting

The Holyrood Day Nursery was registered again by the present owners in 2008 and is on the Early Years Register. It is situated in the Castleton area of Rochdale and is one of several settings managed by Happitots Day Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from a converted church and there is a fully enclosed area available for outdoor play. The nursery employs 23 members of child care staff. Of these, 17 hold appropriate early years qualifications at level 2 or above and four are completing a foundation degree in early years. One member of staff has early years professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 106 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs or disability. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all practitioners have a clear understanding about the different ways children learn and how to teach effectively by, for example, thinking about children's understanding, exploring alongside them, and asking them open ended questions
- ensure activities, including any large group activities, meet the needs of all the children present
- provide a wide range of reading materials (books, poems, and other written materials) to stimulate their interest. Consider providing books that promote all areas of learning. Include books with good quality illustrations to capture children's imagination and with rhythm and rhyme to help promote children's language development
- ensure all practitioners have a clear understanding of how to conduct and use the progress check at age two, to ensure all children are offered interventions that enable them to make appropriate progress towards all the early learning goals.

Inspection judgements

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

The nursery communicates well with parents and ensures they are involved in their children's learning and development. For example, parents are invited to share what children have been doing at home through, parent input sheets. Practitioners communicate with parents through daily verbal feedback, newsletters and parents evenings. This supports children's learning and shows a sound understanding of the importance of partnerships with parents.

The resources are generally appropriate and adequate to teach all areas of learning, although there is a poor selection of story and information books in all rooms in the nursery. However, the nursery subscribes to a number of initiatives to support communication and language development, and literacy. Older children self-register with their parents. This helps them recognise their own name and those of their friends. In the preschool room practitioners deliver daily letter and sounds sessions. The children are split into small key person groups in quiet corners of the building. Children enjoy these activities and listen and respond enthusiastically. They also use a national programme called BLAST (Boosting Language Auditory Skills and Talking) to help the three and four year old children develop these skills. Younger children benefit from similar initiatives, for example, the nursery has introduced 'Baby Signing' for the babies and 'Looking and Listening' programme for the two year olds. Practitioners use puppets to effectively engage children's interest and promote their listening skills. This means children make satisfactory progress in this area of learning. Practitioners teach children mathematical concepts by using number rhymes and songs. They also use words, such as 'big' and 'little' as children play with play-dough. However, mathematical ideas are not often introduced into play and the manager recognises that practitioners are not very confident in teaching this area of learning. She plans to provide further training to promote this area of learning and further improve outcomes for children.

Physical development is promoted well. Practitioners supervise, support and encourage children whilst they play outdoors. Children delight in running about in the heavy snow. The oldest children have free access to the well-planned outdoor space. All other groups have daily access to outdoors in their key person groups. This ensures children have time and space to develop their physical skills. Children are active as they ride bikes, run and climb. Practitioners encourage children explore the outdoor environment and collect interesting natural resources. Families are encouraged to share in celebrations with the children. This helps children develop a strong sense of culture and community. Babies and toddlers enjoy sensory experiences. They explore baskets containing a range of interesting shiny objects and materials. Practitioners provide bottles filled with a variety of materials such as, water, rice and sand. These challenge children's ideas and encourage them to explore and think. An interactive display in black, white and red is designed to appeal to young babies. Children are beginning to recognise shape by using resources, such as, shape sorters and jigsaws. Older children explore interesting resources, for example children investigate a builder's tray containing carrot peelings and crumbled breakfast cereal. In the toddler room, a child spends an extended period of time playing with a

range of containers in the water tray.

The manager is developing practitioners' practice through training and mentoring. Practitioners carry out weekly observations on their key children and plan interesting activities, with support from a mentor. This means activities are based on children's current interests and attainment. These are generally stimulating, challenging and varied and promote all areas of learning. However, some staff tend to supervise activities, rather than use them as teaching opportunities and some teaching is not focused on children's immediate interests. For example, children race balls down two pieces of guttering. A practitioner steps in and changes the game to catch the ball. The children lose interest in the new game and an opportunity to support children's investigation by, for example, encouraging the children to explore what might happen if they change the gradient of the guttering, is lost. However, the manager monitors the progress of all children which ensures children make at least satisfactory progress towards the early learning goals.

Practitioners complete the progress check at age two, for children in that age range. It is nursery policy that these are completed with parents. However, practitioners do not always develop a targeted plan to support the child's future learning and development, when the check indicates there may be significant emerging concerns. The manager is aware of the inconsistent quality in these checks and has implemented a system to monitor these and support practitioners practice. This means that such errors are likely to be quickly identified and will therefore not significantly affect children's progress.

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

The key person system works well and parents know their key person. The nursery is organised into four rooms, depending on the age of the child. Where possible a child's key person moves with a group of children to the next room as they get older. This ensures children are well-supported as they move to different areas of the nursery. Children work in key person groups for a range of activities throughout the day. Children's intimate care is provided by them, or if this is not possible, by their key person's buddy. Consequently, they develop secure attachments and feel special and secure. Children are happy and settled. Parents speak very highly of the setting, and of the settling-in sessions that they attend with their children.

Children play together well. They cooperate and are encouraged to share and take turns. Practitioners reinforce appropriate behaviour by a consistent system of rewards and encouragement. This means children's behaviour is good. They are confident and know boundaries and expectations. This increases their sense of self-esteem. Children have regular snacks and meals, healthy eating is promoted through the variety of meals, which are prepared by the on-site chef. Fresh fruit is available as snacks throughout the day and milk is available to drink at meal times. The setting uses the latest guidance and initiatives for healthy eating to review menus.

Daily routines, such as, those related to hand washing, are used to help children develop an understanding of the importance of personal hygiene. Daily play in the outdoor area ensures that children benefit from fresh air. All rooms are spacious and well-organised. For

example babies can move about freely and safely in their room. Some displays are placed so babies can see them as they sit on the floor and crawl. There are displays for parents and staff explaining the reasoning behind methods of teaching. There is an interactive display in black, red and white designed to stimulate young babies' interest. Displays contain interesting information about babies' development. Staff in the toddler room provide a wide range of activities. This helps prevent conflicts between young children, who are only just beginning to play with other children, rather than alongside them. Children in the 'tweenies' room make their own choices from the available, easily accessible resources. This supports children's growing independence.

The management places high priority on ensuring children's safety. There is a CCTV system that monitors all areas of the setting and the outdoor space is organised to enable groups to be separated into age groups to ensure younger children can play in safety. Systems are in place to help ensure children's individual needs are met. Children are beginning to have a clear understanding of keeping safe. Practitioners discuss safe ways of doing things and encourage children to take responsibility for their safety, for example they discuss how the heavily falling snow is making the ground very slippery. The manager organises visits from other professionals to help children learn to keep safe. For example, they have recently had a visit from a nurse and have organised a visit from members of the Fire Service.

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

There have been several recent changes in staffing, including the appointment of a new manager. The inspection took place as a result of concerns received and notification from the provider. The inspection found that the practitioners are now fully aware of their responsibilities and the manager took all the necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager has carried out a full review of practice following the accident and has put in place additional arrangements to ensure this does not happen again. The manager has also conducted a thorough review of other aspects of practice and is implementing an extensive action plan which addresses aspects of health and welfare, teaching, assessment and resourcing. It details responsibilities and timescales, which ensures that each target is met, enhancing the provision for children. The nursery is working towards the local authority's quality award and receives regular guidance and support from the local authority. The management takes into account the views of parents and children when considering change. For example the children's committee meets every term.

The designated person for child protection is experienced and trained in this role. Practitioners have a satisfactory understanding of their roles and responsibilities in relation to child protection issues, such as, reporting abuse and neglect. They have a good understanding of the written safeguarding policy and procedure so that they can take action to safeguard children if they have a concern about their well-being. Suitable recruitment procedures ensure that all adults working in the nursery are safe and suitable to do so. Induction procedures have recently been reviewed and a four-week updated induction procedure has been implemented. This new system includes a quiz to check

practitioners understanding. Staff supervision is in place and this provides opportunities for practitioners to improve their personal effectiveness and highlight any training needs.

Practitioners are encouraged to attend training and to become more qualified. Policies and procedures meet requirements. They are shared with staff and parents. Regular audits are carried out to check practice. Staff undertake daily safety checks to ensure that the indoor and outdoor areas are suitable for use and the risk assessments are reviewed regularly. The setting is secure, entrances are monitored and doors are controlled by an intercom system. The outdoor area is securely fenced. There is a CCTV system that enables senior staff to monitor all areas of the nursery. Outings are risk assessed to ensure children are safe when off the premises. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Staff meetings include discussion on health and safety issues and feedback on safety audits. This means practitioners are kept up-to-date with changes in procedure and children are well safeguarded.

The manager has identified inconsistent teaching and has introduced training and a mentoring system to improve this. For example, an early years professional practitioner, who is usually based at another nursery supports practitioners in planning and delivery of provision throughout the nursery, two days per week. The practitioners also benefit from in-house training from the local authority and from the company's own training department. Members of the company's senior management team, regularly conduct monitoring visits. Planning is now based on a daily cycle of observation, assessment and planning. The company is shortly to introduce a computer-based tracking system to aid this process. These measures mean that children make appropriate progress towards the early learning goals.

However, there has been insufficient time for the new manager to embed good practice and teaching remains inconsistent. Consequently, children are not always provided with appropriate levels of support or challenge in order to extend their learning. The manager's action plan addresses all these issues and demonstrates a good capacity to improve the provision. Regular audits of teaching practice are being made by the early years professional. The manager and external senior management, conduct regular observations on practice and provision in each room. A system of peer observation is being established and the special educational needs coordinator is being supported by staff from another nursery owned by the company. The manager has also reviewed resources and has begun a programme of replacement and enhancement. For example she has redesigned and equipped the baby room.

Liaison with parents is a strong feature of this nursery. Parents spoken to during the inspection are very complimentary about the setting. They say their children are happy to come to nursery, settle quickly and that they are informed about what their children are learning. Practitioners make the time to exchange information about children's progress and parents are encouraged to share information about activities children have enjoyed with their families. Regular newsletters and displays keep them informed about the nursery and its policies. Suitable arrangements are generally in place for working with other professionals where there are concerns about children's development. Management liaises with other providers and the feeder schools and teachers are invited to visit pre-

school children at the nursery. This enables the practitioners to promote continuity of care and ensure that children's learning and well-being can be continued. This will aid children's transition to school.

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

Unique reference number	EY370891
Local authority	Rochdale
Inspection number	910207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	106
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	08/10/2008
Telephone number	01706651821

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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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