

Holyrood Day Nursery

125 Walmersley Road, BURY, Lancashire, BL9 5AY

Inspection date	16/04/2013
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Recruitment and vetting are secure and safeguarding is given priority. This ensures children remain protected at all times.
- Staff praise children for their efforts and achievements. This promotes their self-esteem and confidence.
- Children are happy to attend, they enjoy interaction with staff who generally support them appropriately.

It is not yet good because

- Staff do not always offer activities or experiences that challenge children's learning, therefore, practice is variable. As a result, children's progress is satisfactory, rather than good.
- Children's independence is not always promoted as much as possible, because staff miss opportunities to encourage children to take responsibility at tidy-up times.
- Opportunities are not always used effectively to further children's understanding of their own and others safety.

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 looked around the setting and spoke with staff at the beginning of the inspection and throughout.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents, carers, an external agency and children, at different times during the inspection.
- The inspector looked at the documentation within the setting. This included children's files, policies, planning, as well as staff files and qualifications.

Inspector

Sandra Harwood

Full Report

Information about the setting

The nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a two storey, detached building near the town centre of Bury, and is part of the Bertram Nursery Group. The nursery serves the local area and is accessible to all children. It operates from six playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, 3 and 4, and one holds Early Years Professional Status. The nursery opens Monday to Friday, for 51 weeks a year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in 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 additional language.

What the setting needs to do to improve further

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

- ensure that activities and experiences offer consistent challenge for each child, in order that they make best progress, for example, by: improving the quality of staff knowledge, skills and understanding through coaching and training to improve their effectiveness in offering all children a quality learning experience.

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

- enhance children's understanding of safety further, for example, by using opportunities, such as going down the stairs, to remind children how to ensure their own and others safety at this time
- promote children's independence further by enabling them to take responsibility, for example, at tidy up time.

Inspection judgements

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

Staff are continuing to develop their knowledge of the revised Early Years Foundation Stage and how to support the development of children's learning. Observational

assessment is used to identify learning and to plan relevant experiences for the children based on their interest and next steps. Free-play routines help children develop their own learning and to make independent choices about the direction of their play. However, differences in staff's skills and knowledge means activities do not consistently offer children enough challenge to further extend their learning and progress. As a result, children make satisfactory, rather than good, progress. Staff have a general overview of the children's achievement and tracking documents are used to monitor progress across all areas of learning. A parent notice board shares a range of information with parents and encourages their involvement in their child's learning.

Children are divided into ages in the setting, enabling them to be provided with resources that are suitable to their stage of development. Staff have created a learning environment where even the youngest can easily reach a wide range of toys and play equipment, which are of good quality. There are tents, lights and comfy cushioned areas where they sit with friends to chat or share books. Babies and younger children have space to build road tracks as they develop their smaller physical skills, and crawl around developing their large physical skills. Toddlers have a dedicated home corner room where they become involved in activities they know, such as putting baby in the pram. Upstairs, older children spend their time between two rooms where they engage in a range of activities with free access to paints and a variety of pencils, crayons and chalks. This enables them to practise their early writing skills in preparation for the next stage in their learning. Children who speak English as an additional language are appropriately supported. Some staff are able to speak to children in their home language and recognise this helps in children's ability to build relationships with others.

Across the age ranges, children explore different media, such as dough and gloop, this helps to develop their understanding of textures in a fun and often messy way. Babies have opportunities to engage with a range of natural materials as they explore the treasure baskets of material and wooden objects. Staff across the age ranges sit at the children's level, this means they give good eye contact and enable them to respond to children. For example, as babies babble, staff respond, babbling back and then extend their language by commenting about what they are involved in. This supports their developing communication and language skills. Older children are given time to respond when staff ask questions which develops their thinking skills. Staff occasionally use incidental learning opportunities to extend children's learning. For example, staff use the appearance of the sun to engage children as they see shadows. A member of staff takes the opportunity to make shapes with them and explains that the sun creates the shadows as children notice that they disappear when the sun goes behind a cloud. This activity enhances children's understanding of the world around them.

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

Displays and photographs of children and their families throughout the setting gives a welcoming, family feel to the setting. The entrance hall and all rooms the children access are bright, clean and airy, which supports children's well-being. Gradual settling-in arrangements and comprehensive information gathered from parents supports a smooth transition in to the setting. Transitions within the setting are well established and good

information is shared between rooms. Children develop suitable relationships with staff and their key person. This has been extended recently as the child's key person sits with parents and together goes through the Development Matters for the Early Years Foundation Stage guidance to gather more information from parents as to what they feel their child can do. The key person then uses this information to inform planning and the first few weeks' activities for that child.

Children's understanding of a healthy lifestyle is developing through the range of healthy meals and snacks they receive within the setting. Meals are social occasions when staff and children sit together to enjoy conversations. Children have recently started to self-serve their food which encourages their self-help skills. Children enjoy regular fresh air and exercise as they have daily opportunities to play outdoors. Staff support them in active games, such as football, climbing the castle steps then down the slide, or digging in the large sandpit or garden area. These activities promote children's physical development.

Staff have a sound understanding of the importance of keeping children safe. However, some opportunities to extend children's understanding of keeping themselves and others safe, are missed. For example, children are not reminded about safety on the stairs before descending them or pushing on them. This means that their understanding is not fully supported and expectations are not made clear prior to the event. Children behave well in the setting, because the staff are good role models, they encourage and remind children to share and take turns. This also promotes children's growing understanding of differences and tolerating others. Children's understanding of the world around them is developing through celebrations of different cultures, along with a variety of writing and photographs from a range of countries.

Children are developing independence skills as staff encourage them to put on their own coats and shoes. However, there is scope to further extend this, for example, by enabling children to take responsibility at tidy up time.

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

The manager and staff place a priority on safeguarding. They ensure that staff and students understand the safeguarding procedures and are confident to follow this. This means that all children are well protected. Visitors to the setting are signed in and out which furthers protect children.

Comprehensive inter-agency working ensures children with special educational needs and/or disabilities are well supported. Partnerships with parents are well established with regular verbal feedback and bi-annual parents evenings, which encourage them to be involved in their child's learning. On the day of inspection parents and carers spoke well of the care and attention the setting gives their children. They informed the inspector that they feel staff are friendly and approachable should they have any concerns. All the required documentation is in place and has recently been updated. Recruitment and induction are secure and ensure that staff working with children, are suitable to do so.

Suitable systems are in place to ensure that the required staff ratios and required qualified staff number are maintained. Responsibility for the monitoring and development of the learning programme within the setting starts with the room leader this is then overseen by the manager and area manager to ensure continuity and that all areas of learning are covered. Training and professional development for staff is delivered through external courses and through the groups training department of which the setting part. However, there is variation in practitioners' skills and knowledge and that this does impact on children's learning. Modern Apprentices within the setting are supported through the company's internal training department and monitored by room leaders and the deputy manager. Staff spend their time fully involved with the children and update paperwork when fewer children are present and adult to child ratios are still able to be maintained. This makes effective use of time and ensures that children's needs continue to be suitably met.

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	EY388470
Local authority	Bury
Inspection number	912796
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	79
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	14/10/2009
Telephone number	0161 764 5544

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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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