

Holyrood Day Nursery, Media City

Unit 3 Central Park, 3 Ohio Avenue, SALFORD, M50 2GT

Inspection date	29/07/2013
Previous inspection date	13/09/2012

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

- There is a strong focus on activities being child-led. Consequently, staff observe children in their play, clearly identify their next steps in their learning and plan activities that follow on from their interests.
- Children behave well and are happy and settled. Consequently, they become confident communicators and learners.
- The baby room is particularly well planned for and creates a cosy, secure space for children to explore in safety and comfort.
- The management team demonstrate a strong commitment to the professional development of staff to drive continuous improvement. Self-evaluation, action plans and targets for the future development of the setting are realistic and achievable.

It is not yet outstanding because

- The monitoring of the educational programmes does not yet include the monitoring of individual groups of children to ensure that no group is falling behind their peers.
- There is scope to build on staff knowledge and practice by implementing peer on peer observations, in order to disseminate best practice throughout the setting.
- The organisation of group times for children aged over two years impacts on children's enjoyment of songs and stories. This means that they are not always engaged in the activity and are easily distracted by what is happening in other areas of the room.

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 children took part in.
- The inspector spoke to members of the management team and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
The inspector viewed a range of documentation including risk assessments,
- safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Susan Heap

Full Report

Information about the setting

Holyrood Day Nursery was registered in 2011 and it is one of 17 day nurseries managed by Happitots Day Nurseries Limited. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Media City UK, Salford. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3. There are two members of staff who have degrees, one in Childhood and Youth Studies and one with a foundation degree in Early Years.

The nursery opens Monday to Friday all year round, including some bank holidays and is closed for Christmas Day, Boxing Day and New Year's Day. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 84 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 an additional language. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- build on the systems already established to monitor the educational programmes to show that no group or groups of children are disadvantaged or falling behind their peers
- build on the use of peer on peer observations to further develop more effective teaching styles and disseminate best practice across the setting
- review the organisation of group times for children aged over two years to ensure that they are able to participate fully, are not easily distracted and are able to engage in enjoyable learning experiences.

Inspection judgements

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

Staff plan the learning programme for individual children from the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices and relationships with parents. This means that staff have detailed knowledge of each child in their care. All children are working within their expected level of development and in some areas are above that level. For example, some children in the pre-school room have already reached aspects of the early learning goal in their personal, social and emotional development. Staff are fully aware of how children learn and plan well to support their progress. Clear planning documents are displayed, which show children's interests and their next steps in their learning and development. These are evaluated and monitored, which means that all staff have a well-developed knowledge of each child's individual development needs and are able to support children effectively if their key person is not available.

Teaching is in the main effective and assessment procedures are focused and comprehensive. For example, by using their observations of children's play in using a banana as a telephone, staff plan a creative activity. This involves making a mobile phone out of collage materials, glitter and cardboard. By asking open-ended questions, staff skilfully challenge and extend children's learning. This also leads to opportunities for staff to introduce new words and concepts and mathematical language. They talk about how many sides a square or triangle has and the different textures of the materials, such as shiny or smooth. Children are thoroughly absorbed in this activity, particularly when the staff member 'telephones' a child's special friend. Children display great enjoyment in this role play, beaming with delight when they talk to their friend on their telephone. However, due to the large size and layout of the over two's room, the organisation of group activities means that children's enjoyment of stories, songs or puppet shows is impaired as they become distracted or lack interest in the activity. Each of the children's rooms provides good quality learning resources, which are accessible at children's height, enabling them to play and explore in comfort. The baby room is particularly attractive and cosy with comfortable adult seating, rugs and natural resources.

The introduction of specific activities, linked to the Every Child a Talker programme, has had a positive impact on children's language and communication skills. For example, a current theme is to encourage children to stop using their dummies as this can impair their speech development. A wealth of information is displayed for parents to support them in this. Other initiatives, such as activities based on the government publication 'Letters and Sounds', help to develop children's confidence in their communication skills and knowledge of the phonetic alphabet. Signing along to favourite songs or nursery rhymes develops their knowledge and understanding of other methods of communication. All children have opportunities to develop their early writing skills in a variety of ways, during sand play and painting and drawing activities. Activities such as these support their skills for the future and school readiness. The nursery has forged links with the primary schools that children move on to, to share information and children's profiles. This successfully supports children's move to the new setting.

Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with parents on a daily basis and through regular assessments, such as the progress check for children at age two. Staff engage parents in planning around children's interests as they ask for any

additional information about children's activities at home over the weekend; white boards in each of the children's rooms enable them to add their observations to these. This helps staff to plan further around children's interests and achievements in order for them to become active learners.

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

Children settle well because staff are friendly and welcoming. They work closely with parents to find out about the children's routines, so that they can meet their care needs well. The effective key person system and the warm interaction between staff and the children ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles, which provides them with a secure and safe environment for them to develop their confidence and self-esteem. For example, if they are tired, upset or frightened during a thunderstorm.

Children behave well due to the clear boundaries and guidance provided by the staff. They are encouraged to think carefully about their actions if they have hurt someone and to apologise. Staff are good role models and encourage children to have manners, take turns and to share resources, such as during water play. Therefore, children are gaining the skills to form positive relationships and manage their own behaviour.

Staff encourage children to take risks that are age-appropriate. They show children the correct way to use tools and equipment during activities and give reminders about using 'walking feet' when indoors. Children are unable to leave the nursery unattended and the entrance to the children's rooms is by a biometric finger print system, which can only be used by the staff. Monthly emergency evacuation drills are practised with the children, which ensures that they are familiar with the procedures and raises their awareness and understanding of how to stay safe. These are monitored and undertaken more frequently if there are any concerns identified that impact on children's safe evacuation of the premises.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals which are freshly prepared on the premises. Children have their own planting and growing area where they have successfully planted herbs and vegetables. This develops their understanding of where food comes from. Meal times are social occasions where children sit with their friends and key person at tables that are laid attractively with table cloths and vases of flowers. Children over the age of two years are beginning to learn about their own needs and develop their self-help skills as they serve themselves at meal times. Staff promote good hygiene and prevent the spread of infection through wearing gloves and aprons when changing children or when handling food. Staff effectively promote children's comfort and well-being at times of rest or feeding. For example, staff remove children's shoes before they go to sleep so they can stretch and relax in comfort, while babies are nursed in adult-sized chairs when they are being bottle fed.

Staff provide frequent opportunities for all children to enjoy fresh air and exercise in the outdoor play areas. Continuous indoor and outdoor provision and a forest school are being

developed. These significantly enhance children's opportunities to engage in play activities on a larger scale and promote their learning in all areas. Plans for the future also include keeping rabbits and chickens. Children can run freely and use physical play equipment, such as bikes and climbing frames. They move confidently and with great care and control as they manoeuvre in and out of equipment. Dens, observation towers, willow teepees and outdoor role-play and book areas allow children to use their imaginations more freely.

Children are well supported in their moves from group to group within the nursery. This is due to the settling-in visits with their key person as they move into a different room and also on entry. All individual records and learning journeys are passed onto the next key person, in order to meet and support children's individual welfare and development needs. Parents comment very positively about the care their children receive.

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

The manager has been in post for two months and is fully committed to developing the staff practice and ensuring continuous improvement. She has a keen view of any gaps in the provision and strengths and weaknesses are clearly identified. Future challenges and developments are realistic and achievable. The whole management team are good role models to staff and strive to promote effective team working and best practice at all times. There is a clear management structure in place and the management team has high expectations for all children. Monitoring systems ensure that each child makes good progress in their learning. However, this is not as well established for monitoring different groups of children.

There are appropriate procedures for recruiting, vetting and checking staff, which ensure that they are suitable and safe to work with children. Their ongoing suitability is checked annually through a questionnaire. Effective risk assessments and health and safety procedures ensure that hazards are minimised, in order to reduce the risk of accidents to children. The management team take on full responsibility for anyone entering or leaving the premises and follow the procedures for visitors and unauthorised people, by checking their identity. A range of policies and procedures underpin the staff's daily practice and ensure that children's safety and welfare is continually promoted. The manager has a well-developed knowledge and understanding of when to notify Ofsted in a timely manner of significant events that may have an impact on children's safety. Consequently, she demonstrates a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Good induction systems ensure that staff and students are clear about their roles and responsibilities. The practice and performance of staff is effectively monitored through peer observations by the management team and robust supervision and appraisal is undertaken. This formally identifies individual professional development and training needs, in order to continually improve the learning programme and children's achievements. However, peer on peer observation is not yet used to disseminate best practice between more confident and less experienced team members.

Positive relationships between staff and parents ensure that children's needs are met. Parents speak positively about the nursery and express their satisfaction with the service

provided. They are kept informed about their children's progress through daily discussions with their child's key person. Information displayed on notice boards and in newsletters also helps to keep parents informed. There are effective partnerships with other providers, professionals and support networks to secure support for children with special educational needs and/or disabilities and therefore, help to make sure that no child is disadvantaged.

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	EY436473
Local authority	Salford
Inspection number	924039
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	134
Number of children on roll	84
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	13/09/2012
Telephone number	08007819726

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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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