

Holyrood Day Nursery

Princes Dock, Liverpool, L3 1DL

Inspection date	12/09/2013
Previous inspection date	15/02/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Hygiene practices are inadequate and pose a high risk to children's health. Staff do not take necessary steps to prevent the spread of infection.
- Children's learning is not assessed and tracked consistently to identify the next steps in their learning and plans do not target children's needs to help individual children make sufficient progress, particularly for those who speak English as an additional language.
- Children's safety is not assured at the nursery as daily checks of the environment are not carried out consistently. Consequently, hazards are not always removed.
- Staff practices do not safeguard children. Existing injuries are not always recorded even when information has been provided by parents.
- Opportunities are missed to extend children's learning through skilled interactions with staff. Also, the environment is not planned to link to children's interests and learning needs. Consequently, children do not exhibit the characteristics of effective learning.
- The management's monitoring of staff's practice is ineffective as the weaknesses detected at inspection have not been identified. This hinders the continuous development of the nursery to provide challenging and enjoyable learning for children.

It has the following strengths

- The nursery has recently undergone extensive development to the premises to provide the new 'imagination village' and large soft play area, to increase opportunities to develop children's skills in the prime areas of learning.

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 observed staff and children engaged in activities.
- The inspector had discussions with the management team and with various staff in each nursery room.
- The inspector examined a sample of children's observations, enrolment forms and planning documents.
- The inspector examined a range of organisational documentation, such as risk assessments, records of accidents and incidents and registers.
- The inspector spoke with children throughout the day and with parents when they came to collect children.

Inspector

Linda Shore

Full Report

Information about the setting

Holyrood Day Nursery was registered in 2011 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the ground floor of an office building 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 main rooms linked to children's stage of development and also the 'imagination village' and large soft play area. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above, including one member of staff, who holds a degree. The nursery opens Monday to Friday, all year round, from 7am until 7pm. Children attend for a variety of sessions. There are currently 65 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 meet the requirements of the Early Years Foundation Stage the provider must:

- promote the good health of children attending the setting by following hygienic procedures when changing children's nappies, for example, by: always disinfecting the change mat, changing gloves and apron worn, and washing hands between changing children's nappies
- improve observations, assessments and tracking of children's learning to consistently take into account each child's individual next steps in their learning and use this information to plan and shape learning experiences for each child based on their interests, paying particular regard to children whose home language is not English
- conduct regular checks of all areas children may come into contact with and ensure all identified risks are removed or minimised to help keep children safe
- ensure all staff know and implement all procedures to safeguard children and respond in an appropriate way, for example, by recording information about pre-existing injuries when it is given to them as children arrive.

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

- develop staff practice to improve interactions with children and the presentation of the environment to spark children's interests by linking closely to children's interests and development needs
- improve the evaluation of the setting and the monitoring of staff practice to ensure weaknesses are identified and addressed, in order to provide a challenging and enjoyable experience for all children.

Inspection judgements

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

Staff have a reasonable understanding of promoting children's development and they plan a variety of activities to support their learning. However, these are not closely matched to children's individual learning needs. Observations are done periodically, with adequate detail. However, observations in children's learning records do not cover all areas of learning and some records to track children's progress are not dated or not in files. Therefore, it is not possible to assess children's development levels accurately or plan meaningful next steps in their learning. Assessment of children's progress at age two is

completed and shared with parents. However, this too is unreliable due to infrequent ongoing assessment. This means that staff cannot act in a timely manner to ensure children make good progress in all areas. This is particularly apparent for children with English as an additional language and does not meet their needs.

Children have access to a variety of resources arranged in specific areas. For example, the baby rooms have cosy areas, physical soft play and interactive pop up toys. Staff support children's understanding of mathematical concepts by introducing relevant vocabulary, such as 'more', 'less' and 'the same', as they count out props linked to the book and calculate who has more. Children play outdoors daily, riding cars, climbing and running around and playing games with staff. However, the area is poorly resourced and does not provide interesting opportunities for children explore and investigate. The outdoor area is not included in planning and therefore, children's experiences are not targeted to their needs or interests. Their physical development is promoted through the use of the large soft playroom, which has been recently developed. Children of all ages have many opportunities to use their imagination, creating their own characters and scenarios in the new 'imagination village', to act out situations they experience outside nursery. The 'village' provides role play opportunities in the library, hospital, cafe and supermarket, which also supports children's communication and social skills as they learn about the world they live in.

During planned group times, learning is more effectively promoted. For example, children enjoy the discussion and the focussed attention of their key person. Unplanned activities are less successful because children are not well supported by skilled workers, who are able to extend children's spontaneous experiences through quality interactions. Although, children have access to good quality resources and activities indoors across all areas of learning, they are not adequately targeted to children's next steps or presented to them in ways to ignite their curiosity. This does not suitably support children to gain the necessary skills for their transitions to school.

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

Children's health and safety is compromised because staff's hygiene practices do not keep children safe from infection. For example, although, gloves and an apron are worn, these are not changed between each child's nappy change and neither are the staff members hands washed or the changing mat cleaned. This results in a high risk of cross-contamination and infection. In addition, children in the pre-school room are not asked to wash their hands before they eat. These routines do not give children positive messages about staying healthy and do not encourage some of the key self-care skills required to help support children as they move on to school.

Nevertheless, some aspects of children's care are sound. Flexible settling-in sessions are offered to new children and they are assigned a key person. Parents are encouraged to provide basic information for their child, which informs key persons about their likes and dislikes, family and home life and some aspects of their development. Parents are confident to go to work leaving their children in the care of staff and are happy that staff get to know children well. Staff have warm and friendly relationships with children, they

praise their good behaviour and encourage sharing and cooperation at group times. For example, they take turns to choose props from the bag, which decide the songs to sing. Children show they know how to share and take turns as they show kindness and respect. This helps to promote their confidence and self-esteem.

Staff remind children to play safely, for example, to ask for help to tie shoelaces, so that they do not trip and hurt themselves. Children play outdoors daily for fresh air and exercise. However, the area is not well resourced, so children lose interest quickly. The new indoor soft play area provides children with opportunities to learn to take risks in a controlled environment as they run, jump climb and slide in the multi-level play area. Children's dietary needs are adequately promoted as the nursery offers well-balanced, nutritious meals and provides fresh fruit for them to snack on. Their independence is promoted at this time, as they are encouraged to collect cups and pour their own drinks.

Mealtimes are a familiar social routine and children develop their social and communication skills as they chat around the table. However, staff do not always listen carefully to what children have to say to ensure they are respond appropriately. For example, children who kindly share part of a biscuit with another who wants more, do not have this generous act acknowledged. This is because staff do not listen to establish what has happened before taking the biscuit and telling children not to share their food, without providing clear explanations as to why. This undermines children's confidence to speak. Children serve their own meals, return their plates to be cleaned and help wash down tables. This helps them to develop some aspects of their self-care skills, in preparation for their next phase of learning.

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

The inspection was prioritised after a concern was raised with Ofsted regarding hygiene practices in the nursery and a lack of hot water to wash staff's hands in the nappy changing room. The inspection found that children are at high risk of infection due to poor hygiene practices by staff. A large proportion of staff were off work with stomach infections at the time of inspection. Staff do not change gloves or aprons, wash hands or disinfect changing mats between children. Also the hot water takes up to three minutes to warm up and staff do not follow the setting's own procedure to minimise risks by turning on the hot tap when they enter the room, so that hot water is available when they are ready to use it. Consequently, children's safety and well-being are compromised and they are strongly at risk of illness.

Written risk assessments are in place and do identify areas of possible hazards. These areas are meant to be checked daily and a check list completed to ensure safety. However, these are not always carried out and this puts children at risk. For example, rubbish in the outdoor area is not removed and checklists for some rooms could not be found. Staff have completed safeguarding training and can explain the signs of abuse and neglect and they know who to contact should they have concerns about children's welfare. However, children are not fully safeguarded because injuries that occur when they are away from the setting are not always recorded, even when parents have provided an

explanation. This does not comply with the nursery's own policies and procedures or Local Safeguarding Children Board guidance as required.

Staff are suitably qualified and vetted to ensure they are suitable to work with children and they receive an appropriate induction into the work place. Key persons work well with parents, carers other providers and staff in other rooms to help children feel secure as they move through the setting and beyond. Parents have regular discussions with their child's key person, which inform them of children's progress and parents get information that they can use to support development at home, such as behaviour management advice. Partnerships with outside agencies, such as schools, are in their infancy as the nursery is located in the city centre with parents commuting in from many different areas. Consequently, children move on to many different primary schools, often some distance away. Nevertheless, staff continue to build these relationships and pass on transition information to schools to help teachers settle children in. Staff complete a report, which summarises what children like and can do. This is used for transitions between rooms along with visits and a sensitive introduction to their new key person.

The planning and assessment of children's learning is not monitored effectively. Staff have inconsistent practice that has resulted in some children's progress not being tracked across all areas of learning to identify the areas where they may need more targeted support. In particular, children with English as an additional language are not always assessed in the prime areas of learning. As a result, it is not possible to identify any possible gaps in these children's social and communication skills and implement support in a timely way. Recent changes in management means that the nursery has not had a regular manager for several months. Staff appraisals do take place to monitor staff's ongoing suitability to work with children and the setting has a written self-evaluation format and development plans. However, this assessment has not identified the weaknesses found during the inspection, so it is not an effective tool to drive forward improvement. This does not support children's learning and development and does not ensure they progress sufficiently well to be ready to move on to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register).

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	EY424052
Local authority	Liverpool
Inspection number	931814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	65
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	15/02/2013
Telephone number	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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Piccadilly Gate
Store St
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