

Holyrood Day Nursery

Princes Dock, LIVERPOOL, L3 1DL

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

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children have access to a welcoming environment that is stimulating and rich with resources, both indoors and outside.
- Practitioners demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- The leadership and management of the nursery have made good use of self-evaluation. They have effectively identified targets for improvements and drafted detailed action plans to prioritise and address them.

It is not yet good because

- The quality of teaching differs among practitioners. Not all have the skills to successfully challenge and extend children's learning. As a result, some interactions are poor and do not fully support children to make good progress.
- The key person system is not yet embedded. Therefore, some parents are not fully supported to be involved in their child's learning and development.
- The organisation of the daily routines means that during quiet times when children are sleeping, children who choose not to sleep cannot fully access the resources in their room. This means their play is restricted during these times.

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 had a tour of the nursery and observed practitioner's while they interacted with the children.
- The inspector held a meeting with the manager and area manager of the nursery.
- The inspector and the manager took part in a joint observation of an activity within the baby room.
The inspector looked at some paperwork including staff files to determine safe recruitment procedures, the nursery's self-evaluation documents and action plans and children's development files.
- The inspector ensured the views of parents were included in the inspection through discussions.

Inspector

Karen McWilliam

Full report

Information about the setting

Holyrood Nursery was registered in 2011 and is 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 chain of nurseries owned by the Happitots group. The nursery is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm and children attend for a variety of sessions. There are currently 97 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.

What the setting needs to do to improve further

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

- develop practitioners' knowledge, understanding and practice in order to better identify what children need to do next and improve interactions to ensure all children make good progress
- strengthen the key person system to support engagement from all parents, even those who are reluctant to contribute.

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

- reflect on the organisation of sleep times so that those children who do not want to sleep can access resources independently.

Inspection judgements

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

Overall, practitioners have a satisfactory knowledge and understanding of the learning and development requirements. Children have access to a very good range of resources that cover the seven areas of learning well. A new planning and assessment system is currently being implemented and is not yet embedded and the new management team are working hard with practitioners to improve the overall quality of teaching. Therefore, teaching

between practitioners is variable which means that some of their interactions with children are good while others are poor. Some practitioners suitably observe children and plan meaningful next steps in children's learning while others do not have a sufficient understanding of how children learn or how to successfully extend and challenge their learning. Therefore, some practitioners are more confident in their delivery of the educational programmes. As a result, the progress children make is inconsistently monitored and not all children are fully supported to make good progress.

Parents are greeted warmly when their child first starts nursery. Children attend settling-in sessions that are tailored to their individual needs. During these visits practitioners obtain suitable information, through discussions and 'All about me' forms to ascertain their starting points. Therefore, practitioners know about children's interests, likes, dislikes, routines and any support they may need prior to them being left in their care. A key person system is in place and key person lists are clearly displayed in the children's rooms. Although, due to the introduction of several new staff members and existing staff being re-deployed to other rooms, some parents are not sure who is their child's key person or what the next steps in their children's learning are. Therefore, the current system is not consistently supporting all parents engagement with their child's learning and development.

Practitioners provide an adequate range of activities and experiences for children. For example, the baby room is suitably organised to allow babies the space to crawl and move around safely. Soft play areas support babies to develop their physical skills. Babies are encouraged to explore using all their sense as they investigate a satisfactory range of textures, for example, exploring oats and paint with their hands. However, practitioners do not adequately support them by engaging positively with them and challenging and motivating them while they play. During singing and storytelling sessions the quality of teaching and interaction is good. For example, babies laugh with delight as practitioners introduce visual aids, such as soft toys and use lots of facial expressions, body movements and intonation as they sing and read stories. As a result, their communication skills are effectively supported as new words and sounds, such as 'buzz' and animal names are introduced into their play. In the toddler rooms practitioners engage in some activities that encourage children to increase their vocabulary. For example, while playing with play dough practitioners add words, such as 'roll' 'push' and 'pat' so children can link words to their actions. Some practitioners talk to children and model some use of language to increase basic vocabulary. For example, while children play practitioners ask children if the oven is hot and ask questions, such as what cakes do they like and what do they smell like. Children for whom English is an additional language are suitably supported with their communication skills. Practitioners learn key words in the children's home language and children carry a 'talking tin' which is a recording of their parents' voices, that children can listen too anytime, speaking familiar phrases to reassure them.

Some practitioners suitably support children's number skills by introducing mathematical language into their routines. For example, while setting the tables in preparation for lunch practitioners ask children 'how many forks do we need'. During free play, children play with resources that adequately promote their understanding of shapes, size and volume. For example, children select different tools, such as rolling pins and cutters to make patterns in play dough; they explore various construction materials and play with different

sized containers in the sand tray. Children play cooperatively together in the new 'imagination village'. For example, they select items for their trolleys in the 'supermarket' and experience the role of doctors and nurses in the 'hospital'. These experiences adequately support children's imaginative skills and enhance their understanding of the world. Regular outings to the local shops and museum contribute further to children developing their understanding of the world in which they live. Practitioners provide suitable resources for children to draw and create pictures with and some older children are beginning to write their own name and demonstrate their early writing skills on their pictures. Pre-school children sit and write their letters and younger children sit on the floor and make marks in sand. They are confident to share their creative work as they inform adults that they are posting their letters to Santa. Children are provided with a good range of equipment and resources that adequately support their physical skills. All children have regular access to the new 'soft play' areas, 'imagination village' and the spacious outdoor areas where they have opportunity to test and challenge their physical skills. For example, children develop strong muscles as they climb, run, balance and ride wheeled toys and strengthen fine muscles as they dig in the digging areas and use a range of tools, such as pens and scissors. Practitioners undertake a daily risk assessment of the new soft play and imaginative areas to ensure they are a suitable temperature for children to use. When the rooms are assessed as cold they either do not use the rooms or ensure children wear their coats. Children's independence is suitably fostered. For example, older children pour their own water and serve their own meals. As a result of all the activities and experiences on offer for children they are suitably supported to acquire the skills necessary for school.

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

Children benefit from a calm and relaxed atmosphere. They arrive happily at nursery and quickly settle into activities. Children are confident and settled due to the gradual admissions process and the key person system that adequately supports their care needs and contributes to their overall emotional well-being. Children demonstrate that they feel secure in the nursery's care by snuggling in to practitioners when they are upset and confidently approaching them to explain that 'their daddies are coming soon'. Children are very sociable and beginning to make friends. They confidently chat away and introduce each other to visitors as they welcome them into their play. Children are supported to make independent choices within their play and are generally busy and engaged in activities. However, during sleep times children who do not want to rest cannot fully access all the available resources because some of their play areas are used for the children who do want to sleep.

Children's health is adequately promoted. Practitioners follow a robust nappy changing procedure to ensure children are protected from cross infections. For example, they change their aprons and gloves after every change and ensure the changing mat is thoroughly cleaned. Children are served vegetables with their lunch and practitioners sit and chat with children while they eat to ensure mealtimes are a social occasion. Children benefit from daily access to fresh air either by playing outdoors or by taking part in the regular outings. Children are beginning to develop an understanding of their own health and safety through positive everyday practices, for example, taking part in regular evacuation drills and washing their hands and faces when required. Overall, practitioners

are positive role-models who offer children lots of praise and encourage them to share and take turns with their friends. As a result, children's behaviour is generally good. These practices encourage children's social development which contributes suitably to them acquiring the skills needed for school.

Children have access to an excellent range of safe and age appropriate resources, although these are not always used effectively to support and extend children's learning. Practitioners ensure the environment is safe for children to play and explore in by conducting daily checks of the indoor and outdoor environments and by giving clear messages to children such as, sweeping sand up off the floor so they do not slip and hurt themselves.

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

This inspection was prioritised after a concern was raised with Ofsted regarding the quality of the practitioner's interactions with children. During the inspection it was found that the quality of teaching and interactions between practitioners was variable. Some of their interactions with children were very good while others observed on the day were of a poor standard. However, the new management team have identified the practitioners that require support and have a detailed plan of action to address their under performance. This includes, managers working alongside practitioners to role-model, in-house training, regular peer observations and reviews.

Practitioners demonstrate a sound understanding of their responsibilities to safeguard the children in their care. They are aware of the possible indicators of abuse and how to proceed should they be concerned about a child's welfare. In addition, all practitioners are very clear about the procedure to follow should there be any allegations of abuse concerning an adult working at the nursery. Furthermore, practitioners know and implement the nursery's safeguarding policy to ensure that any existing injuries that children have upon arrival at nursery are recorded, along with their parent's explanation on how the injury occurred. Recruitment procedures are robust which ensure that all adults that are working with the children are suitable to do so. Adequate risk assessments and daily checks ensure that the nursery is a safe environment for children to explore. Closed circuit television and an intercom system ensure the nursery is secure and prevents any unwanted visitors from gaining access. Accident recording and reporting procedures meet requirements and registers accurately record children's hours of attendance. Children are supervised well by practitioners and ratios are effectively maintained.

Self-evaluation is used well to identify areas for improvement and precise action plans have been drafted to address them. Parents' views are valued in the improvement process via detailed displays on the parents' display boards and newsletters that ensure parents are kept up to date with the nursery's progress. In addition, the nursery's local authority development worker was consulted as part of the improvement process. Some of their previous actions have been addressed, such as improving their hygiene procedures. While others, such as improving practitioner's knowledge and understanding of the learning and development requirements are current ongoing targets for improvement. Since the last

inspection a highly qualified and knowledgeable management team has been recruited to drive improvements forward. In the short time that they have been in place the physical environment has been drastically improved to create a much safer and enabling environment for children.

Partnerships with parents are satisfactory. A parents' room is currently under development and lots of useful information is displayed for them on the parents' board. Overall, parents are very complimentary about the nursery and the practitioners. They say they cannot fault it and they feel involved in their child's care. Parents say that practitioners have supported their children's dietary needs and weaning and their children have always been well-cared for. In addition, parents state their children love coming to nursery and are happy. Practitioners demonstrate a suitable understanding of the advantage of liaising with teachers to support children's transitions in to school. For example, they share transition records with teachers to ensure a consistent and complimentary approach to 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	946850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	97
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	12/09/2013
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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