

Holyrood Nursery, 320 Larkhill House

320 Manchester Road, Astley, Manchester, M29 7DY

Inspection date	19/03/2014
Previous inspection date	29/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Since the last inspection managers have swiftly addressed very occasional weak practice and monitored the provision carefully. This leads to an accurate self-evaluation, helps them target relevant areas for further improvement and safeguard children effectively.
- Teaching and learning is secure. Children are provided with interesting opportunities for learning using the well organised continuous play provision enhanced by adult-directed activities. As a result, they become enthusiastic learners who achieve well.
- Consistent staff and a well embedded key person system means that children develop strong relationships. The caring, friendly staff support them well.
- Partnerships with parents and other professionals are strong. As a result, all children, including those with special educational needs and/or disabilities, are well supported to make good progress in their learning and development given their starting points.

It is not yet outstanding because

- There is scope to broaden the programme of professional development to deliver expert practice across the nursery to help every child make the best progress possible.
- Staff do not always make the best possible use of the outside area to enable children to learn in different ways.

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 children's activities in six play rooms and the outside play area.
- The inspector held a meeting with the manager and carried out a joint observation of teaching and learning in a pre-school room.
- The inspector spoke with staff in each room, the local advisor and also took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Angela Rowley

Full report

Information about the setting

Holyrood Nursery registered in 2008. It is owned by Happitots Day Nurseries Ltd and is part of the Bertram Nursery Group. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a converted detached property in the Astley area of the borough of Wigan, Greater Manchester. The nursery serves the local area and is accessible to all children. It operates from six care rooms on two floors accessed by stairs. There is an enclosed area for outside play. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications. This includes 10 at level 3 and four at level 4. 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 122 children attending who are in the early years age group. The nursery provides free funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. It also provides out of school care for children aged five to 11 years each weekday and in school holidays. 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:

- review the programme of professional development, so that it is astute and targeted and enables staff to develop the highest levels of expertise in teaching to have the best possible impact on children's learning, for example, by developing further use of specific teaching programmes and strategies
- enhance use of the outdoor learning environment to extend teaching strategies and support different learning styles.

Inspection judgements

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

Staff's secure knowledge of the Early years Foundation Stage and how to promote individual children's next steps through both planned activities and routine interactions helps to ensure that children progress well. A clear observation and assessment process is in place. Right at the start of the placement, staff use what parents know about children's progress so far to help them identify starting points for children's learning. They keep learning journey's to follow children's interests and achievements, and to plan specific learning objectives to help them progress further. They link what they know about what children can do to an assessment tracker and share information about children's achievements and progress regularly with parents, including the progress check at age

two. This ensures that children who need additional support are swiftly identified. Targeted interventions are matched to their needs through clear action planning, thus ensuring that given their starting points, all children are appropriately supported to make good progress. For example, staff use specific strategies identified by specialist teachers to support children with a visual impairment to develop confidence in becoming mobile and to access books in a meaningful and relevant way. Good communication means that parents are continually involved in children's learning. They are routinely encouraged to contribute what they know about their child, which helps staff assess children's levels of attainment with accuracy. Staff use some creative ways to support parents in extending children's learning to home. On occasion, they have gone the extra mile and undertaken home visits to make this as effective as possible.

Children's communication and language development is given a high priority. A small number of staff have undertaken some specialist training and the nursery is beginning to use and develop some of the very best methods, such as providing communication friendly spaces in the play environment and delivering specific teaching programmes to support listening, understanding and speaking. Staff's increased awareness means they are vigilant in identifying children who may benefit from additional support with their speech and language development and this enables early intervention to be obtained. Additionally, children who speak English as an additional language are supported well because staff work closely with parents to find out more about their home language, so that they can better support children's learning. Good levels of adult support in small groups means that children get the best opportunity to listen and discriminate between the sounds they hear and as a result, some children start to learn letter sounds and link them to the letters names which are familiar to them. Staff provide very good opportunities to use books and listen to stories. Consequently, children enjoy books and model story telling from an early stage. Their progress is well supported by the use of books and stories in a variety of ways. Babies enjoy sitting on a member of staff's knee, looking at books together. They are shown how to stroke and feel the sensory pages which make the book appealing to them. Staff label pictures simply, expanding children's early vocabulary. By two years of age children have already established favourite stories. They enjoy listening to them using an audio disc while the staff member shows them the illustrations. They enjoy it so much they want to hear it over again. By the time they are in pre-school children independently operate the computer to follow a story and images on screen. They become familiar with repeated phrases and they anticipate the ending. Children's interest in stories is further promoted when they are encouraged to take books to share at home. Children with a visual impairment are supported to access print in a relevant way by the introduction of Braille. Early reading is further supported during regular routines, such as self-registration. This helps children learn how to recognise their names. However, staff have not yet fully developed the expertise needed to challenge the most able children to progress even further, particularly with early writing and additional early reading skills.

Children throughout the nursery benefit from a good quality educational programme that effectively promotes their learning in all areas. Individual base rooms are well presented and provide continuous opportunities for children to explore a stimulating learning environment. Consequently, children become active and inquisitive learners who purposefully explore the toys and activities on offer and develop the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff support

learning well by modelling and commenting alongside children in play. For example, children watch and listen to a staff member float a small boat in water play, then fill it with water and watch it sink. When she moves away their independent water play extends to investigating floating and sinking, thereby enhancing the possibilities for their learning further as they practise and consolidate what they have learned. Staff use routines to good effect. For example, two-year-old children learn to recognise and name colours when they choose the colour of bowl they would like at lunch-time. Staff use the large outside play space on a daily basis. They provide children with a good range of opportunities to develop their physical skills using large equipment, to investigate nature by planting and growing, and to make marks on the wall mounted chalk boards. There is scope, however, to make even more use of the outdoor learning environment to provide the best possible opportunities for children to explore, investigate and to learn in different ways.

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

Children's emotional well-being is effectively promoted throughout the nursery. Settling-in sessions are effectively used to build relationships with parents who are encouraged to share details of their child's individual care needs and routines. Consequently, practitioners know individual children well and they benefit from consistent care. The key person system ensures all children benefit from secure attachments, which provide a strong foundation for their general well-being. The caring and supportive staff help children to feel safe and secure. Consequently, all children, particularly those with physical disabilities develop the confidence to take risks. They are well supported to try new experiences and this helps them develop new skills. As they progress through the nursery children make a number of transitions to different rooms and key workers, although these transitions are carefully managed. Staff discuss children's impending move into a new area and provide numerous opportunities for children and parents to visit, including for stay and play sessions together.

High priority is given to ensuring children's good health. Individual care plans are implemented and dietary requirements are consistently known. Children are well nourished and have their meals prepared by a designated cook. Staff know meals are nutritious for children because the nursery has achieved a Healthy Business Award and gained the highest rating in a recent food hygiene inspection. Children can access drinks of water whenever they are thirsty and more able children develop self-care skills when they pour drinking water from a jug. They learn about being healthy when they are encouraged to keep themselves clean, including brushing their teeth. Regular outdoor play in the fresh air and sunlight benefits children's good health along with the additional opportunities for physical exercise and developing their physical skills, such as 'Stretch and Grow' sessions delivered by an external provider.

The warm and friendly relationships that children build with staff results in strong relationships at all levels. Staff are highly positive role models who foster a respectful culture. Consequently, from a very early stage children demonstrate care and concern. When they see children being supported to access equipment, they move aside to make

way safely. Older children confidently repeat messages that they regularly hear, demonstrating that they know what is expected of them. They remind their friends that they must share the toys at nursery. Staff teach children to listen to and follow instructions in play. They use some positive strategies, such as number displays which remind children how many of them can play in an given area. This supports children's understanding of rules, boundaries and how to play safely. Children are also provided with equipment, for example, a dustpan and brush so that they can sweep up spilled sand. Staff promote children's awareness of taking responsibility for caring for the environment by encouraging recycling. The nursery holds an Eco Schools Award. By the time they leave the nursery to move on to the next stage in their learning, children are well prepared.

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

Leadership and management of the nursery is secure. Comprehensive operational procedures demonstrate the provider and manager's understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This inspection was carried out following a notification from the provider of an incident which involved a child being left unattended in the outside playground, for a very short time after other children were brought back inside following outdoor play. This was a breach of legal requirements. This inspection found that the management team had carried out a full investigation, which concluded that staff error in following safe organisational practice was a contributing factor. No further breaches of requirements were found. Nonetheless, the management team conscientiously used the information to improve. They conducted a full review of outdoor play procedures and put additional measures in place to ensure the most rigorous practice for managing outside play. As a result, they have improved children's visibility in the large grounds by providing high visibility vests for all children to wear at all times. They have improved the supervision of children by ensuring that a minimum of two staff members always go outside with children. Furthermore, they have improved checking arrangements by registering children in and out of the building on every occasion they go out to play. They acted responsibly when the incident occurred by notifying all relevant agencies and by communicating with parents. Risk assessment procedures are otherwise secure and daily building checks are further supported by audits conducted by managers. Staff's awareness of their responsibilities in keeping children safe is heightened. All staff are well inducted following secure recruitment procedures and are required to demonstrate their understanding and competency of the settings procedures, including for safeguarding children. Staff deployment is suitable and over half the staff hold a current paediatric first aid certificate.

Systems to monitor and manage staff performance are effective. Where weaknesses are identified, individual improvement plans support professional development and are used to monitor practice. Regular supervision and appraisal helps staff self-evaluate. A good number of staff are long serving and several are qualified at a higher than required. Training needs are identified and professional development is supported. However, the range of training for some staff has been narrow and the programme of professional development is not yet targeted at enabling them to develop the expert practice needed to deliver and sustain the highest levels of teaching practice. Managers rigorously monitor

the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational provision are identified and addressed and any children falling behind their peers or below their expected achievements are quickly identified. Targeted interventions help children to make good progress towards the early learning goals given their starting points. The nursery works closely with the local authority and uses their advice and guidance to good effect. They are beginning to broaden their awareness of wider practice which is driving reflection and planning for improvement well. As a result of this broader insight and using the views of others, self-evaluation is accurate and demonstrates that managers have the capacity to continually improve the provision for children in relevant and appropriate ways.

Partnerships are a real strength at all levels. Parents value the relationships with staff. They feel children have strong relationships with them and that this gives their children a happy experience and supports their progress well. They comment that they have had no hesitation in using the nursery for a second child and they recommend nursery to others. At times, the nursery goes the extra mile to support families and children who need it most. This includes, for example, regular participation in meetings with other professionals, participation with health visitors conducting two year health checks, and planning to ensure that the provision is flexible and responsive to the needs of individuals. Partnerships with other settings that children attend are continuing to develop following further attempts since the last inspection. School newsletters detailing themes of learning are now shared, which is helping staff complement children's learning at school. Effective partnership working also supports a secure transition when children leave the nursery to move on to school. Teachers are invited in to speak with staff which enables children to meet their new teacher and for information about children's learning needs to be shared. These measures support consistency and continuity in meeting children's needs.

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	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	EY372041
Local authority	Wigan
Inspection number	954165
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	117
Number of children on roll	122
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	29/01/2013
Telephone number	01942 897 739

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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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