

Holyrood Day Nursery

Princes Dock, LIVERPOOL, L3 1DL

Inspection date	25/11/2014
Previous inspection date	12/12/2013

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 requires improvement

- Staff provide a welcoming environment within which children feel safe and secure. Consequently, children settle quickly, which promotes their well-being.
- Children's have access to a range of developmentally appropriate equipment, which broadly spans all seven areas of learning. As a result, they are developing a confidence to explore and be curious about the things they encounter and play with.
- Children's safety and health are suitably promoted as staff ensure the hygiene and safety procedures are followed with consistency. Staff securely understand the procedures for child protection.

It is not yet good because

- Staff's activity planning for children's individual next steps in learning is often focused on just one aspect of learning and does not always take account of other aspects of learning, which could be introduced or reinforced during the planned activity, to maximise learning.
- The management's monitoring procedures are not yet fully secure to identify any inconsistencies in staff practice, in order to maintain good quality teaching across the nursery.
- There is not yet a sufficiently secure focus by staff on enabling children to use a wider variety of technological equipment or how they can more fully enrich children's imaginative and mathematical development when outdoors.

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 activities in the four playrooms, the outside learning environments and viewed equipment being used on the day of the inspection. He also viewed the imagination village room and large soft play area, which are used on an occasional basis.
- The inspector held meetings with the area manager for the company and the nursery manager. He also discussed the self-evaluation arrangements and plans for improvement, and held a telephone conversation with a representative from the local authority.
- The inspector interacted with children and spoke to staff and some of the parents at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager and held a discussion with the special educational needs coordinator.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also sampled a range of documents including planning and assessment records.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Full report

Information about the setting

Holyrood Day Nursery was registered in 2012 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 managed by a company. It operates from a self-contained, ground floor property and children are cared for in four main playrooms. There are enclosed areas for children's outdoor play and an imagination village room and large soft play area, which are additional shared play spaces. The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications. These include one member of staff who has Qualified Teacher Status. One member of staff has a qualification at level 6, 16 have a qualification at level 3 and four members of staff have a qualification at level 2. The nursery opens Monday to Friday, all year round, with the exception of bank holidays. Hours of opening are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 99 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and it supports a number of children who have special educational needs and/or disabilities. It also 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the quality of teaching is improved by supporting staff to strengthen and develop their understanding of the inter-connectivity of the seven areas of learning, so that the information gained from observations and parents about children's abilities and current interests, can be used to plan much richer learning experiences to promote their next steps in learning.

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

- enhance the organisation of the outdoor play areas so that children's have greater opportunities to use and develop their social, imaginative and mathematical thinking and understanding, for example, by creating role-play and problem solving situations that encourage children to recognise and match numbers, and use them more regularly in their daily play
- increase children's opportunities to explore and operate a wider selection of information and communication technology equipment, such as karaoke machines and torches, and to extend the use of other resources, for instance, digital cameras to enhance children's problem-solving skills
- embed and regularly evaluate the ways in which staff performance is managed, including the arrangements for monitoring of the assessment for children's learning, to make sure all staff continue to improve and develop good practice and consistently deliver the highest quality teaching.

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

The nursery environment has recently undergone reorganisation as part of the management's improvement plan to enhance the learning and development for children. The thoughtful use of low-level nursery furniture and good quality nursery equipment has extended the play space for children of all ages. It has allowed staff to redistribute and use equipment from less frequently used areas of the nursery, so that children throughout their day have continual access to a fuller range of developmentally appropriate equipment. In particular, children enjoy the tactile experiences of paint, water and sand. Children of all ages are familiar with the location of favourite toys and resources that interest them. Their access to these toys and the time provided by staff, throughout the day allows children to explore and test out things. For example, children aged two years delight in their endless freedom to paint at the easel and their fingers. The quality of

teaching is sound. Staff in each room demonstrate a secure understanding of how children learn through play and how some interactions with children extend their learning. For instance, babies and younger children participate in action songs about a bobbin, which helps them to develop their vocabulary and use their physical coordination. Older children are encouraged to problem solve and develop their social skills as they work together to connect the railway track. At times staff show sensitivity, for example, as they acknowledge children's achievements and disappointment that daily routines are interrupting their play. They invite children to decide if they wish to leave the train track assembled in case they may wish to return to it later in the day. This means that unavoidable interruptions to children's play are minimised and children have time to return and become more involved in their self-chosen interest. It also provides chances for children to be active learners.

A sound system for assessment and planning for children's future learning has been introduced and generally is followed by staff. Parents are engaged when children first start, which means that in most instances staff gain a secure overview of each child's current abilities before the child starts. This provides staff with key information to use as a base to identify children's starting points and from which future progress can be planned for and monitored. Staff use a tracking document based on appropriate current guidance, which allows them to identify if children show typical development for their age. Staff undertake regular observations and each key person is required to plan specific activities for each child. However, there are a few inconsistencies, which mean that for some children, their observations and activities are not as frequently undertaken as for others. In addition, while staff have a clear understanding of how children learn and of the types of suitable play to promote the different areas of learning, they do not always consider or recognise the potential for wider learning. For instance, their planned learning intention during hand printing is focused on encouraging colour recognition. This means they overlook opportunities to help the very young children to make the connections between their movements and marks they make. Secure systems are in place to engage parents and share information about children's ongoing learning. This includes using electronic media systems for sharing the most recent observations staff have undertaken. These, in most instances, have information about activities to be planned for future learning, which provides some ideas for parents about how learning may be supported within the home. Staff undertake the progress check for children between the ages of two and three years, and invite parents to share their views about their child's learning. Parents' evenings are undertaken during which staff provide an updated summary of children's progress across all the areas of learning. Staff work closely with other professionals and other relevant services to support children who are identified as operating below expected levels to maximise children's progress based on their unique needs and/or abilities.

Children are willing and enthusiastic learners, eager to share what they know and can do. For instance, children in pre-school engage visitors. They quiz adults about who they are, what they do and why are they using their laptop. They are observant, for example, as they point to a letter in a name badge and announce that the letter is the same as in their name. They then use their finger to write in the air. They retrieve pencils and paper and proceed to form clearly recognisable letters. The easy access to such materials means that children are developing a keen interest in print and that symbols carry meaning. Similarly, they talk about numbers and hold up the correct number of fingers to demonstrate their

emerging understanding of quantity. However, while resources with which to write and make marks are part of the outdoors play, numerals and role-play opportunities are less evident in this area. For older children, staff have not considered how introducing role-play situations, such as a shop that can be used to promote children's social, imaginative and mathematical thinking and understanding. Nevertheless, outdoor play is enjoyed by children of all ages on a regular basis throughout the day. Within the playrooms, children have access to some types of information and communication technology, such as the music player. However, staff have not considered how they could support children to use a wider range of information and communication technology in their free play, such as torches, digital cameras and karaoke machines. That said, the activities and equipment offered are providing children of all ages with a base to develop the skills, dispositions and attitudes that satisfactorily underpin their future learning. Children's language for talking and understanding is encouraged by staff. They repeat key words and do actions to help children make connections. For example, they pat the peg to encourage the younger children to hang up their coat. This approach is also one of the ways staff support children who speak English as an additional language. In addition, key words and phrases recorded by their parents on a 'talk-tin' help children feel secure. Visual prompts are used as a way to support children's understanding of routines, so that they can communicate to the staff, their needs and wishes. Older children enjoy stories where they learn to sit and concentrate and staff introduce new words to add to their vocabulary. Babies and younger children share a book and a cuddle, which helps to build relationships and ignite children's interest in literacy. Consequently, children make sound progress and are suitably prepared for the next stages of learning.

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

Staff invite parents to share a range of relevant information about their child's individual needs and routines before children first start. Where relevant, specific care plans are created and their daily routines follow their routines for eating and sleeping. A series of visits and meetings with their key person helps children to settle and warm greetings help children feel at ease and develop a sense of belonging. The key-person system is sound and parents and children have built secure relationships with the staff. Children's well-being and health needs are attended to, as staff undertake appropriate hygiene, such as nappy changing procedures. Parents are updated by staff about these types of routines through verbal updates at collection times as well as being recorded in children's daily diaries.

Daily routines and impromptu discussions help children learn about how to promote their health. As a result, children in pre-school demonstrate a good understanding of why they follow such routines. They discuss how you may, 'get germs in your tummy'. Children freely help themselves to water in the playrooms and their independence is further encouraged as staff support them to serve themselves at mealtimes. Meals are freshly prepared in the nursery kitchen and based on healthy options. They provide children with a variety of tastes and textures, for example, meatloaf and cauliflower cheese. Snacks provide additional fruit and individual children's dietary needs are carefully attended to. Outside, children thoroughly enjoy taking risks as they self-propel themselves on the

tricycles. There is provision for climbing, under staff supervision, on the large fixed play apparatus. Children are busy and involved in play, which means that they behave well. Simple explanations, such as why not to flick cornflower gloop, as it may hurt others if it goes in their eye, support children to understand the consequences of their actions. In the pre-school, developing friendships means that groups of children play well together without too much adult support. Staff are good role models and provide explanations about why they are asking children to do something. For example, they highlight that other children cannot see the pictures in the book if they stand up.

Photographs of some of the children's families are displayed and there is a selection of books and posters, which helps to promote the wider diversity of today's society. This helps children to feel included and creates a welcoming environment. The staff demonstrate how they seek to build relationships with schools to support children when it is time to move from nursery to school. Younger children who move groups within nursery are sensitively supported so they continue to feel safe and secure. For example, a child visiting pre-school became upset at lunchtime. Their new key person took them to find a favourite toy, which was then seated at the table. This delighted the child who was then able to relax and eat their lunch.

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

The leadership and management team demonstrate a secure understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The corporate policies and procedures in place are implemented soundly by staff to promote children's safety and well-being. Legally required information about each child is obtained before they start nursery, which ensures staff have the relevant information about children's particular needs and how and who to contact in an emergency. Most staff hold up-to-date first-aid training and there are well-established procedures for recording and sharing details of any accidents with parents. The manager reviews such records regularly to identify if patterns of similar incidents are emerging. As a result, in such circumstances, risk assessments are conducted to remove or minimise potential risks. Safeguarding procedures are reflective of the requirements of the Local Safeguarding Children Board and those responsible for coordinating the procedures have undertaken relevant training. Staff inductions and the clearly displayed company policies mean that staff are familiar with the procedures to follow. This includes what to do if an allegation is made against a colleague or line manager. Staff recruitment is reflective of current recommended practice and includes checking gaps in applicants' history. Records of the information used to demonstrate that all staff are suitable to work with children are available. Evidence of staff member's Disclosure and Barring Service checks are retained and information about induction of staff is held. Staff handbooks and regular meetings for staff are held to keep them up to date. This includes the ways staff should conduct themselves, the use of mobile telephones and electronic devices and requirement of not being under the influence of medication, alcohol or other substances when reporting for duty. Adult-to-child ratios are reflective of the requirements. Consequently, children are cared for and have contact with adults who have the relevant experience, qualifications and suitable

character to care for young children.

The premises are well maintained and presented. Risk assessment is based around regular daily checks against risks identified as requiring regular checking. This includes before children go out to play. Annual servicing of electrical and fire safety equipment, and regular evacuation drills contribute to the children's safety. Throughout the day, access and egress from the premises is rigorously monitored and posters at the entrance remind parents about being aware of who is behind them as they enter and leave. The nursery manager works closely with senior managers and the local authority to develop the quality of the service for children. As a result, the nursery has made improvement since the last inspection. The reorganisation of the playrooms means that children can play and rest freely without interruption to each other's needs. There is access to a wider range of resources and improvements to the outdoor play space have been identified and begun to be implemented. This includes the fitting of all-weather surfaces, so that children, including babies, can be outdoors during all seasons. Performance management arrangements, such as observing staff and meeting with them to discuss their practice, have been implemented. However, this is still in the early stages and requires further time to become more fully embedded. In addition, the management systems for monitoring the children's records for learning is not yet sufficiently robust to ensure that all staff are implementing the procedures for observation and assessment of children's learning with the required consistency. Nevertheless, it is acknowledged that the manager has clear aspirations for improvement. She demonstrates her commitment and ability to develop the staff team and to improve the quality of the service provided for children. Feedback from parents is sought and an action plan to improve further is underway.

Parents spoken to at the inspection feel the nursery has improved under the guidance of the manager, since the last inspection. They feel that the manager and staff are approachable and they receive a range of information about the nursery when their child enrolls. There is also a variety of information displayed throughout the nursery. Regular newsletters and meetings also support the sharing of information. Good records held by the management demonstrate that any concerns raised are taken seriously and appropriate action taken as required. Staff have developed links with external agencies and other professionals to ensure that children receive appropriate intervention and support. The nursery also works closely with the local authority, which makes a strong contribution to meeting the needs of children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962917
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	99
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	12/12/2013
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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