

# Holyrood Day Nursery

Princes Dock, Liverpool, L3 1DL



## Inspection date

5 May 2015

Previous inspection date

25 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The provider has not ensured that staff at the nursery understand what would disqualify them from working with children. Therefore staff who are unsuitable may work in the nursery.
- The youngest children are not able to get to know their key person because there are constant changes in the staff team.
- Staff do not have regular coaching or supervision. As a result weaknesses in the way they care for and teach children go unnoticed, and any concerns they have about their own work are not dealt with properly.
- Children who speak English as an additional language are not well supported when they first start nursery. Staff do not find out particular words in their home language, so that they can make their needs known to staff who are caring for them.
- The assessments of children's learning are not accurate, up to date or always available. Therefore the activities that staff plan for children are not always appropriate.
- Staff are not making the required assessments of two-year-olds to review children's learning and consider whether any additional help is needed.
- The provider is not aware of what the nursery needs to do to improve and as a result, children's safety, development and well-being are significantly compromised.

### It has the following strengths

- Children are encouraged to do things for themselves. This helps to prepare them for the next stage of their development.

## **What the setting needs to do to improve further**

### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

provide evidence that there are effective systems in place to ensure that any person caring for, or in regular contact with, children is suitable to do so by ensuring that staff fully understand the requirements of disqualification, including disqualification by association and risk assessments are undertaken for staff who have a medical concern

implement high-quality staff supervision to make sure there is continuous improvement through support, coaching and training to ensure all staff can meet the learning and development needs of children

improve the way staff are deployed to provide children with opportunities to develop a secure, settled relationship with adults who care for them, and organise staff in a way that ensures children's individual needs are met at all times

make sure that children who speak English as an additional language can make their basic needs known when they first attend the nursery, by agreeing with parents how to do this, and provide opportunities for children to develop and use their home language during play and learning.

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

- improve the leadership of the nursery by identifying what the nursery does well and planning what the key areas for improvement are, in order to ensure that all children are well cared for and make sufficient progress in their learning and development
- improve the quality of teaching across the nursery by using questions that encourage children to think about, create and answer in different ways that are appropriate to their ages and stages of development
- improve children's learning and development by making regular and accurate observations and assessments, and include parents and carers in this process; make sure that records are available to those who have a right or professional need to see them
- undertake a progress check for all children aged two to three years, in order to identify what they do well and where their progress requires support, and provide parents with a short written report of their progress.

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

- put effective systems in place to ensure that any person caring for children is suitable to work with children (compulsory part of the Childcare Register)
- provide any training which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register)
- ensure that childcare is accessible and inclusive by not treating any child less favourably than another child, because of the child's home language (compulsory part of the Childcare Register).

**Inspection activities**

- The inspector observed children's activities both indoors and outside.
- The inspector spoke to members of staff and children during the inspection and held a meeting and carried out a joint observation with the manager.
- The inspector discussed the evaluation of the nursery's practice.
- The inspector spoke with a number of parents and took account of their views.
- The inspector looked at children's learning records, planning systems and a sample of other paperwork.

**Inspector**

Elizabeth Grocott

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is inadequate**

Children do not learn as much as they could because staff are not clear about their development when they start at nursery. The observations of children's play are not done often enough to demonstrate that progress is being made. Staff do not consider all areas of children's development when planning their teaching. This means that children may not be making as much progress as they could. Older children are not helped think for themselves because staff ask questions but do not give the children time to answer, sometimes answering for them. Staff working with the youngest children often ask questions, which only require an answer of 'yes' or 'no'. This does not help children's language development. Older children learn to measure, count and sort, but activities are often disturbed because the use of staff is not planned well. Older children are kept sitting for too long during story time and they are not encouraged to choose their own stories or become involved in them. This leads to boredom. Children enjoy activities, such as playing with cornflour mixed with coloured water, which encourages them to explore how things feel and watch as things change colour. Health visitors and special educational needs coordinators work together with staff, to provide support for children who need extra help. However, children who are between the ages of two and three years are less well supported, as staff do not make the required checks of their learning. Staff do not share relevant information with parents about how their children are progressing. This means that some children may not receive additional support when they need it.

### **The contribution of the early years provision to the well-being of children is inadequate**

Staff in the baby room often busy themselves with practical tasks instead of sitting and playing with the children. Children are unsettled because there are too many changes of staff in the rooms. As a result, children struggle to form a good relationship with a key person to make them feel safe. When unfamiliar staff work at the nursery, they are not deployed well by room leaders to meet children's needs. For example, the new staff sit with children during lunch, while familiar staff put sheets on the beds ready for sleep. However, when experienced staff arrive from other settings to cover for sickness they quickly engage the youngest children in activities, such as finger rhymes, which they enjoy. The environment is well resourced, which gives children plenty of choice in their play. Staff in the nursery encourage all children to do things for themselves. This includes tasks, such as cleaning their hands before mealtimes and scraping their plates after lunch. These skills help children to learn to look after themselves. This is useful, especially for children starting school.

### **The effectiveness of the leadership and management of the early years provision is inadequate**

The leadership of the nursery is poor. The manager does not give enough consideration to how well the nursery is meeting the requirements of the Early Years Foundation Stage. She is not clear where staff need support to improve their work. She does not know what the nursery has achieved in order to take the right action to move forward. This is

because she does not have a clear understanding of what needs to be done to develop staff. A new general manager has recently been appointed but it is too early to make a judgement on how well she is dealing with these issues. Staff, including the manager, do not receive regular coaching, or guidance in areas where their practice is weak. This means they are not helping children's development as much as they could be. Staff records of children's learning have not been checked regularly by the manager to ensure they are accurate and clearly show the progress that children are making. Therefore she does not know if they are making appropriate progress. Staff have a clear understanding of protecting children in their care following recent training. Parents attend nursery meetings and are encouraged to be involved in their child's learning. For example, parents and children record Neville's adventures when children take the toy cat home. Parents discuss their child's progress with their key person and have adequate opportunities to look at their learning records. They say their children are happy at the nursery.

## Setting details

<b>Unique reference number</b>	EY424052
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1013217
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	25 November 2014
<b>Telephone number</b>	0151 227 4345

Holyrood Day Nursery was registered in 2011 and is one of 19 settings owned and managed by the provider in England. The nursery operates from a large, self-contained ground floor premises in Liverpool. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including three with a level 6 qualification. The nursery opens from Monday to Friday for 51 weeks of the year and sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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