

Holyrood Day Nursery

Princes Dock, Liverpool, L3 1DL



Inspection date

6 October 2015

Previous inspection date

5 May 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The robust action taken by the senior management team is reflected in the significant improvement made since the last inspection. The nursery is effectively organised; the staff team is well supported and a clear plan for improvement is in place and communicated to all staff. This is helping staff understand their responsibilities, boost morale and support the good care they provide for children.
- Staff are well qualified and experienced and they implement effective teaching. They demonstrate a secure knowledge of how children learn, undertake regular observation and complete secure assessment, based on children's needs and interests. This is helping each child make good progress based on their individual starting points.
- A firmly established key-person system is in place. Staff's sense of fun helps children to feel secure. Children enter happily, settle with ease and eagerly join in activities.
- The effective organisation of the good quality equipment indoors and outside helps ignite children's curiosity. It provides fun learning experiences that span all areas of learning. For example, babies gleefully balance foam blocks, toddlers chase the beams of light from a torch and pre-school children become intently focused on how to connect a plank and two blocks.
- Staff are good role models of behaviour as they talk to children in a kind manner. This helps children gain an understanding about showing respect to each other, providing foundations for their early citizenship.

It is not yet outstanding because:

- Some staff do not always give children sufficient opportunities to extend their speaking and understanding skills.
- Staff sometimes overlook chances to reshape tasks to support children to practise and consolidate their learning more fully as they play.

What the setting needs to do to improve further

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

- support all staff to develop an even sharper focus on how they provide children with even more opportunities to think through their own ideas and have time to respond to questions
- strengthen further the systems for monitoring staff's teaching and practice, in order to provide consistently high standards of teaching, so that staff are even more responsive to children's needs to further improve learning to the highest level.

Inspection activities

- Prior to the inspection the inspector viewed the previous report and information held by Ofsted.
- The inspector viewed activities in the three playrooms and outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector held meetings with the area manager for the company and the general manager. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also spoke with some parents to gain their views on the day of the inspection.
- The inspector carried out a joint observation with the general manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at the range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The registered provider ensures that the premises are safe and the requirements of the Early Years Foundation Stage are met. Safeguarding is effective. A thorough recruitment and induction procedure ensures that staff are of suitable character and understand the procedures to follow should their circumstances change. The manager is well qualified. She uses her knowledge effectively to guide and mentor staff to support the development of their skills. A regular supervision and performance management programme is now in place. Staff are gaining clear direction and training to help them improve their own abilities. This in turn is raising the quality of teaching to a higher level. The manager demonstrates a clear vision as to how she will take this to an even higher level. The monitoring of the way staff plan and assess for children's learning is having a positive impact on their achievements. The company's extended management team supports the manager to monitor and identify the progress of the different groups of children.

Quality of teaching, learning and assessment is good

Children enjoy their time at the nursery and are supported well to have access to all of the experiences available. For instance, young babies sit on an adult's knee at the water tray. Older children pour the water and staff trickle the soapy bubbles over the babies' fingers. This gently introduces them to new sensations and supports them to develop their exploratory nature. Toddlers delight in talking about leaves being 'crunchy'. They follow their own ideas by painting their fingers rather than the paper. Children in pre-school delight in talking to each other through long cardboard tubes. Children enjoy stories and some activities to help them predict what will happen next. However, some staff are less adept at providing children with sufficient time to compose their thoughts to extend their ideas. Parents acknowledge the sensitivity in the way staff help them to establish any partnerships required with other professionals. Staff share information about children's progress regularly, including ideas about how to support learning at home.

Personal development, behaviour and welfare are good

The recent alterations to the playrooms means babies are cared for in a much calmer and pleasant atmosphere which is helping to promote their sense of safety and well-being. Older toddlers and pre-school children are confident to attend to their own needs, such as seeking their choice of activity or serving themselves at mealtimes. Greetings in children's home language are known and used, and children who speak English as an additional language are supported well. They are eager to engage in conversation with adults. Toys and books reflect and value the diversity of children within the nursery and wider community.

Outcomes for children are good

Accurate assessments are being made by staff including those legally required, such as the progress check for children aged two. Observations are used well to plan activities suited to each child's own needs. Prompt action to support children to catch up based on their unique needs helps children to make good progress and develop key skills. This supports them to be well prepared for their next stages of learning and starting school.

Setting details

| | |
|------------------------------------|---------------------------------|
| Unique reference number | EY424052 |
| Local authority | Liverpool |
| Inspection number | 1016370 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 100 |
| Number of children on roll | 102 |
| Name of provider | Happitots Day Nurseries Limited |
| Date of previous inspection | 5 May 2015 |
| Telephone number | 0151 227 4345 |

Holyrood Day Nursery was registered in 2011. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday for 51 weeks of the year. 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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