

Holyrood Day Nursery

125 Walmersley Road, BURY, Lancashire, BL9 5AY



Inspection date

8 January 2016

Previous inspection date

16 April 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| 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

- Effective planning arrangements are in place. This ensures that experiences offered to children reflect their interests and stages of development.
- Staff are supported well through effective induction and supervision arrangements. This helps them to identify any training needs to further improve the effectiveness of their teaching.
- Partnerships with other professionals are good. The manager has been proactive in making contact with a wide range of external agencies and services. This ensures a consistent approach to the care children receive by all adults working with them, especially for disabled children and those with special educational needs.
- Staff help children to learn about safety as they play. They encourage them to recognise and remove risks and hazards, such as water on the nursery floor.
- Good quality information is gathered from parents on entry. Information, such as children's sleep and feeding routines, is used very well to ensure their physical needs are continually met and maintained.
- Daily opportunities are provided for children to be physically active and enjoy a wide variety of activities in the outdoor area of the nursery.

It is not yet outstanding because:

- There are times when staff do not always help older children to use known and new mathematical language, to consolidate and extend their learning during play-based activities.
- It is not always clear whether interventions put in place to help narrow any emerging gaps in children's outcomes are effective.

What the setting needs to do to improve further

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

- improve opportunities to use familiar and new mathematical terminology with children during activities, and help them apply their learning and use mathematical language confidently in different situations
- extend monitoring procedures to enable the manager to more precisely identify the impact of interventions on the outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

Although the manager has only been in her post a relatively short period of time, she has quickly reviewed nursery practice and identified areas for further improvement. She is supported well by her deputy to review children's assessment information. Any intervention required is secured at the earliest stage, although, it is not always clear how effective this additional support is in narrowing any emerging gaps in children's outcomes. The arrangements for safeguarding are effective. Staff have a comprehensive understanding of how to keep children safe. They understand the importance of acting swiftly if they have any concerns regarding the welfare of children or inappropriate actions of other staff members.

Quality of teaching, learning and assessment is good

Staff are well qualified. They have a good knowledge of children's interests and stages of development and use this well to support children as they play. Children are helped to develop their communication skills. For example, staff name words, such as hippopotamus, when children play with sets of toy animals. This helps children to develop their growing vocabulary and extends their speaking skills even further. Older children enjoy playing in the role-play area. They engage in imaginative play and use real foods, such as sweetcorn and potatoes, as they pretend to make their dinner. They talk with staff and their friends as they play, extending their language and thinking skills well. Parents are encouraged to share what they know about their children's learning at home. This helps staff to identify children's needs and helps them to make good progress.

Personal development, behaviour and welfare are good

Staff provide an environment, indoors and outdoors, which is stimulating and interesting for children to access. Children show confidence in seeking their own resources and are motivated to try new experiences available to them. Staff provide very high levels of care. They supervise children very well, keeping them safe at all times. Children who speak English as an additional language are supported very well, especially when they first start attending the nursery. Staff speak confidently to children in their home language. This supports children's emotional well-being and helps them to settle into their new environment.

Outcomes for children are good

The quality of teaching is good. Children make typical progress and some, including disabled children and those with special educational needs, make progress that is better than typical. Children are prepared well with the skills they require in readiness for school. They freely access mark-making materials, such as chalks and pencils, in all areas of the nursery. This helps them to develop the small physical skills in their hands, required for early writing.

Setting details

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|------------------------------------|---|
| Unique reference number | EY388470 |
| Local authority | Bury |
| Inspection number | 1028025 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 3 |
| Total number of places | 79 |
| Number of children on roll | 73 |
| Name of provider | Happitots Day Nurseries Limited |
| Date of previous inspection | 16 April 2013 |
| Telephone number | 0161 764 5544 |

Holyrood Day Nursery was registered in 2009. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or higher, including one member of staff with Early Years Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of disabled children and those with special educational needs. The nursery also supports a number of children who speak English as an additional language.

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