

Holyrood Day Nursery Princes Dock



4 William Jessop Way, Princes Dock, LIVERPOOL, L3 1DL

Inspection date 6 February 2017
Previous inspection date 6 October 2015

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

- Staff are good role models who encourage children to be kind and caring towards each other. Children clearly demonstrate their understanding of expected behaviour. They share, take turns and have good manners. Staff praise all children for their efforts, giving them a real sense of achievement.
- Children enjoy playing with a wide selection of high-quality toys and resources. Staff regularly monitor the learning environments and make effective changes. This contributes towards children being able to explore freely and safely.
- Staff effectively support children's communication and language development. They enthusiastically engage in their play, ask children lots of questions and give them time to answer. Children make good progress from their individual starting points and are acquiring the skills needed to be ready for future learning and school.
- Clear self-evaluation shows there is continuous improvement in the quality of care and education provided for all children. This demonstrates the management team's drive and commitment to improve outcomes for children and their families.

It is not yet outstanding because:

- Although, overall, supervisions support staff to maintain their professional development, the manager does not yet provide enough opportunity for staff to share good practice across the team and raise the quality of teaching to the highest levels.
- The manager and staff do not yet rigorously use information from assessments to evaluate the progress made by different groups of children.

What the setting needs to do to improve further

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

- embed staff supervision arrangements even further that give staff more frequent opportunities to share good practice across the team and raise the quality of teaching to the highest possible level
- strengthen arrangements for using the information gained from assessments and evaluate the progress made by different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their roles and responsibilities to help keep children safe. Policies, procedures and risk assessments are in place and effectively implemented. Staff are deployed according to their qualifications and experience. This helps to ensure children are well supervised and ratios are maintained. Records, such as accidents, injuries and complaints, are accurately completed and confidentially stored. Recruitment and vetting are robustly managed. Revised systems for observation, assessment and planning are, generally, working well. Overall, staff benefit from regular supervision sessions. These are used effectively to ensure training, such as first aid, is kept fully up to date. Parents speak very highly of the nursery and are extremely happy with all aspects of its practice.

Quality of teaching, learning and assessment is good

Children are inquisitive and active learners. They explore the environment with ease and make some independent choices as they play. Children develop their literacy skills and they use tools, such as pens and chinks, to make meaningful marks. For example, children enjoy looking at photographs of themselves and drawing a self-portrait. Children develop good imaginative skills. They play cooperatively with each other and share their ideas as they play. In the domestic role play area, they pretend to make tea and take on roles, such as mummy and daddy. Staff make the most of these opportunities to help children understand feelings and emotions and extend their language skills. For example, they discuss appropriate clothing for the doll and how dressing the doll keeps her warm. Furthermore, they talk about why it is not nice to hit the doll. Babies have lots of opportunities to explore using all of their senses and staff support their physical and language development well.

Personal development, behaviour and welfare are good

Partnerships with parents and other professionals involved in children's care are good. Staff recognise and deal swiftly with any emerging learning needs of individual children. Parents are kept up to date with information regarding their child. Flexible settling-in sessions work well and children's needs are considered as they move on to the next room in the nursery or school. Staff consistently encourage and reinforce good hygiene practices. The meals and snacks provided for children are healthy and nutritionally balanced and take account of unique dietary requirements. There is easy access to the outdoor play areas. These are extensively resourced and provide children with numerous exciting opportunities to be physically active and explore using all of their senses.

Outcomes for children are good

Children have good independence and social skills and are confident communicators, all skills that help prepare them well for school. They are supported by staff to develop their mathematical skills. Older children count during everyday routines and play. Babies delight as they sing familiar number songs and complete puzzles. Children are beginning to have an appreciation of keeping themselves safe. They wait for their turn during activities and observe the safety rules of the soft play and outdoor areas well.

Setting details

Unique reference number	EY424052
Local authority	Liverpool
Inspection number	1083643
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	102
Name of registered person	Bertram Nurseries Limited
Registered person unique reference number	RP900892
Date of previous inspection	6 October 2015
Telephone number	0151 227 4345

Holyrood Day Nursery Princes Dock was registered in 2011. The setting employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at levels 2 to 6. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting supports children who speak English as an additional language and those who have special educational needs and/or disabilities. The setting provides funded early education for two-, three- and four-year-old children.

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