

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY370869
Inspection date 03/11/2008
Inspector Teresa Ann Clark

Setting address Holyrood Nursery, 1 Gaskell Road, ALTRINCHAM, Cheshire,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Holyrood Day Nursery was registered in 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The nursery operates from six rooms on two levels of a detached house in the Altrincham area of Trafford. All children access an enclosed outdoor play area. The nursery is open between the hours of 07.30 to 18.00 all year round, with the exception of bank holidays.

The nursery is registered to care for 50 children on the Early Years Register. There are currently 52 children who are within the Early Years Foundation Stage. The nursery supports children who have English as an additional language and children with learning difficulties and disabilities. The nursery employs 15 staff. The manager and nine staff hold relevant childcare qualifications and five staff are currently working towards a qualification. The setting employs a qualified nursery teacher.

Overall effectiveness of the early years provision

Overall the provision enables all children to make good progress towards the early learning goals. Their individual needs are recognised and valued by the staff who are well informed of the children's starting points. There is a strong and positive partnership with parents, however, effective systems are not fully developed to involve parents and others in children's learning. A high regard is given to providing first hand experiences for children. As a result, children are interested, motivated to learn and enjoy their time at the nursery. Systems for monitoring the quality of the provision are secure and identify accurately what is effective and what needs to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the premises are kept secure at all times
- develop the outdoor area so children benefit from the same learning opportunities both indoors and outdoors
- extend the good partnerships with parents to involve them in children's learning and make links with other providers where children are in receipt of the Early Years Foundation Stage.

The leadership and management of the early years provision

Well-organised documentation is used effectively to promote children's health and safety. For example, rigorous recruitment and vetting systems are followed vigilantly to ensure high levels of safety for children. Staff have clear knowledge of safeguarding children and of their role and responsibilities in reporting concerns. A conscientious staff team are well supported in respect to their own professional

development. Children's welfare is supported through the key person system, together with adult-child ratios consistently being maintained and effective deployment of staff.

The setting is monitoring practice effectively and are confident in identifying areas to improve and to build on their strengths. For example, additional training for safeguarding. There is a strong commitment from the management and staff to continuous improvement. They are keen to learn and extend their knowledge of the Early Years Foundation Stage (EYFS). Regular supports and appraisals are held and staff are fully supported to attend ongoing training.

The organisation of the nursery and the daily routine creates a homely environment in which all children are valued and included. The small family groups help children feel a sense of belonging where their individual needs are well met. In the main, there is a clear awareness of safety amongst the staff, who effectively and instinctively manage or eliminate risks. However, the door in the baby room which leads to the outdoor area is not always kept locked. Systems to identify, address and record safety include checklists of the premises and some specific risk assessment for varying issues.

Good links with parents are forged which enable staff to meet children's individual needs and provide consistency for them. Good information is sought prior to admission, helping staff recognise and effectively support the uniqueness of each child. The use of the news book for the pre-school children is working well. Children and parents share what they have been doing at the weekend and children share this information at circle time. However, there is no clear system in place to involve parents in their children's learning or keep them informed about their achievements and progress towards the early learning goals. The setting has not yet set up systems with other providers to ensure progression and continuity of care and learning. Parents speak highly about the provision. They value the caring staff who give the children lots of individual attention.

The quality and standards of the early years provision

Children are nurtured by caring staff who greet them with kind words and a cuddle. New children are reassured by staff, who use sensitive words and reassurance. Children are contented and happy in the setting. A well-organised environment enables them to follow their interests, develop independence and initiate and extend their own play. Children who are learning English as an additional language are well supported through the effective partnership between staff and parents. For example, using key words in children's home language. This helps children to feel secure and to acquire English vocabulary at their own pace.

Staff provide children with a varied and interesting range of activities that enable them to make good progress towards the early learning goals. The planning is flexible and takes into account the ideas, interests and stages of development of the children who attend. For example, staff provide a mixture of paint colours to see if children can make the colour indigo. This follows a discussion about the colours of a rainbow. All children are valued and staff plan effectively using their daily

observations. This ensures resources and activities evolve from what the children enjoy and are interested in. Children look forward to playing in the outdoor area where they enjoy developing their physical skills and plant their own bulbs. However, the outdoor area does not offer the same learning opportunities as indoors for children to explore and investigate across all areas of learning.

Significant emphasis is placed on settling new children and the key person works closely with parents to get to know individual needs. Children bring comforters from home and know they can have them when they feel the need. They participate confidently and develop a strong self of self-esteem as they take turns, share, learn to respect differences and consider the needs of others.

Children have a strong sense of belonging within the nursery. Examples of their work, together with posters are displayed to create an inviting and stimulating environment. Promoting children's creativity is a strength of the nursery as right from the start children are actively involved in exploring what they can do with paint and other creative materials. Staff provide babies with regular opportunities to explore using their senses, for example, through shaving foam, gloop and wet pasta.

Children share warm relationships with staff. Younger children receive lots of hugs and cuddles from their carers and older children interact well with their key workers. Children are polite, well behaved and staff act as positive role models. When working directly with staff many aspects of children's learning are fostered which contribute towards their economic well-being. For example, they acquire reading skills, identify colours, problem solve and develop their computer skills. Children are confident communicators as they use complex sentences when recalling what they did at the weekend, such as the fun they had at a birthday party. Outings in the local environment, raising money for charity and the celebration of cultural festivals give children a balanced view of the world in which they live.

Children learn how to manage their own health and hygiene. They are beginning to independently manage their personal care in the bathroom and activities and discussion support their understanding of good habits. Meals are well balanced, nutritious and are freshly cooked on the premises each day. Staff sit with the children when they are eating and meal times are relaxed social occasions, which children clearly enjoy. Fire drills are practised with the children on a regular basis. This allows them to be confident of what to do and where to go in the event of a fire or emergency evacuation. Younger children's routines are recognised and followed, providing an environment consistent with home.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints that required the provider or Ofsted to take any actions.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.