

Holyrood Nursery

Inspection report for early years provision

Unique reference number	EY370884
Inspection date	15/10/2008
Inspector	Teresa Ann Clark
Setting address	212 Eccles Old Road, Salford, M6 8AL
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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 re-registered in 2008. It is part of a group owned by Bertram Nursery group. The nursery is set in a large three storey semi-detached Victorian property in Salford. It has nine playrooms based on the ground and first floor. There is a fully enclosed outdoor play area at the rear of the building.

The nursery is registered on the Early Years Register to provide care for 79 children aged from birth to five years. Currently there are 118 children on roll of these 13 children receive nursery education funding. The nursery is open five days a week, Monday to Friday, from 07.30 to 18.00 all the year round. The nursery supports a small number of children who have learning difficulties and disabilities and children who have English as an additional language.

The nursery employs 26 staff, including the manager and deputy. The majority of the staff hold an appropriate early years qualification. The nursery employs a part time teacher to work with the older children.

Overall effectiveness of the early years provision

Children are provided with a range of positive learning opportunities which enable them to make good progress in their learning and development. Staff are conscientious and work very well together in an effective team to support children's welfare and learning. They are skilled in their observations and assessments and recognise the uniqueness of each child. There are strong links with parents, however, some aspects need to be extended more fully. Staff work well with other agencies to support children with learning difficulties and disabilities. The management and staff share a clear vision for the nursery and this is reflected in the setting's self-evaluation programme.

What steps need to be taken to improve provision further?

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

- ensure that children's linguistic diversity is valued and take steps to provide opportunities for children to use their home language in their play and learning
- continue to develop the strong partnership with parents to ensure that parents can contribute more information about children's starting points and development
- ensure the system for storing children's bedding is consistent throughout the nursery.

The leadership and management of the early years provision

The nursery is well organised and managed. The friendly staff team work well together and have a good understanding of their role and responsibilities. The suitability of staff through the recruitment and selection process is effective in promoting children's safety and welfare. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. Good and effective use is made of the regular risk assessments staff undertake to ensure children are safe.

There are good links made with parents and other agencies working with children who have learning difficulties and disabilities. This promotes a shared approach to ensuring children's needs are met and they are fully included in the life of the nursery. However, systems for gaining information about children's home languages are not fully developed, for example, the use of key words to provide reassurance and help children settle.

The setting is beginning to monitor practice more effectively and are confident in identifying areas to improve and to build on their strengths. For example, work is to begin on the outdoor area. 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.

Parents are provided with good quality information through newsletters, display boards and daily diaries. Regular parental questionnaires and suggestion box allow parents to express their views on the nursery provision. They are encouraged to contribute towards children's assessment records. However, the opportunities for parents to be more involved in supporting their children's learning and development is not yet sufficiently extended. Parents comment that there is no shortage of affection or play for the children and that the staff do a fantastic job.

The quality and standards of the early years provision

Children's achievements are good as a result of staff helping them to develop their basic skills and in all the six required areas of learning. Children enjoy learning many different skills because interesting practical activities are planned for them. Children's personal development is good. They learn to cooperate and work together effectively due to staff guidance and good levels of care. The staff are developing confidence in using the EYFS. They plan well together and assess children's developing skills and achievements effectively through observation and direct assessment activities. Arrangements for settling children and the transition between rooms within the nursery is good. Some staff have moved group rooms with their key group of children which provides continuity and consistency for children.

Children benefit from focussed adult-led activities as well as having plenty of opportunities to explore, be creative and work independently. Very good relationships between adults and children builds children's confidence so they enthusiastically participate in all activities. They have great fun outdoors as they

make wellington foot prints with different colours of paint. Staff provide frequent opportunities for very young children to explore their senses. For example, using sand, water and gloop.

The accessible range of resources and activities provide good opportunities for children to use numbers to count, sequence and match. Children are developing confidence in their mark making skills as they practice in all aspects of their play. Role play both inside and outside offer great opportunities for the children to extend their imagination and ideas. Children of all ages are developing good creative skills as staff give them regular opportunities to freely explore a wide range of media and materials.

There is a positive emphasis on caring and sharing and this is reflected in the children's self assurance. Staff provide children with warm reassurance and children show care and concern towards each other. The use of books extends children's learning, for example, they show great interest in the different insects following their search for worms in the outdoor area. Pre-school children confidently use the computer to support their learning. Regular visits within the local community help children learn about their natural environment and gain an understanding of the wider world. Children from a wide range of backgrounds learn and play in harmony which prepares them for the future. All cultures and festivals are respected and celebrated.

Children are well protected because records are accurately maintained and staff are vigilant about children's safety. The setting has a comprehensive range of policies and procedures which underpin the good practice. The good health of children is promoted and information about common childhood illnesses and exclusion periods is displayed. Staff follow effective practices to minimise the risk of infection. However, systems are not sufficiently robust for the storage of children's bedding. Regular access to outdoor activities and weekly sessions with the dance teacher provide opportunities for children to exercise their bodies.

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.	Satisfactory

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?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
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?	Good
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

There have been no complaints made to Ofsted since registration or the last inspection.

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.