

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY370891
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Inspector Frank William Kelly

Setting address Heywood Road, Castleton, Rochdale, Lancashire, OL11 3BT

Telephone number 07985 591 419
Email happitotsho@aol.com
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Holyrood Day Nursery is one of several settings operated by Happitots Day Nurseries Ltd. It was registered for several years prior to being taken over by the current owners in 2008. It is based within the former United Reform Church in the Castleton area of Rochdale. A maximum of 80 children aged from birth to eight years may attend the setting at any one time. The nursery is open from 07.30 to 18.00 each weekday. A before and after school service is provided during term time and a full day holiday scheme is available within the operating times of the nursery.

There are currently 53 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 25 receive funding for nursery education. The nursery is also registered to offer care for 14 children aged over five years to eight years on the Compulsory Child Care register. The setting is also registered on the Voluntary Childcare Register to allow care for children over eight years of age.

The setting employs 18 members of staff, all of whom hold recognised child care qualifications. Six staff are currently working towards higher additional qualifications.

Overall effectiveness of the early years provision

The systems in place effectively facilitate the children's welfare and learning, which promotes the good outcomes for the children. Self evaluation is sound with many aspects actively building on the good practice already in place, although, some aspects of the daily management monitoring systems are less successful. Partnerships with parents and significant others are well established with secure systems implemented for sharing information to promote the best interests of the individual child and ensure that they are fully included. Documentation is well maintained and policies and procedures are regularly updated to meet the requirements of legislation and to continually improve the care and well-being of the children.

What steps need to be taken to improve provision further?

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

- ensure that parents are more fully included within the on going arrangements for children's assessments
- revise the larger group activities to ensure that children stay focussed and do not become distracted and disruptive, with particular reference to story time following lunch
- revise risk assessments to address identified risks and consider further ways to help staff constantly reappraise the environment and activities to which children are being exposed to during the course of the day

The leadership and management of the early years provision

The arrangements for safeguarding children are carefully managed and rigorous recruitment and vetting procedures are implemented. Staff are provided with good support to enable them to understand their roles and responsibilities to help keep the children safe. There is an active approach to training and on going development of staff's knowledge, through short and long term training. This includes day workshops and access and time to undertake National Vocational Qualifications and Early Years Foundation Degrees. This commitment to staff development is reflective in the developing play and learning environment provided for the children on a daily basis.

Organisation is good and staff work very well as a team. Induction and on going appraisal, team meetings and spontaneous sharing of ideas means that staff remain up-to-date and are confident to contribute ideas for improvement. For example, ideas gained from a recent training session have prompted a member of staff to develop a simple way in which parents can be encouraged to share information about what their children enjoy or have been doing whilst away from nursery. Risk assessments in general are accurate and followed appropriately. However, some potential risks, such as strip lights not being fitted with diffusers have not been identified. The daily spot checks undertaken by the managers are not always identifying the impact of staff actions, for instance, draping wires from compact disc players.

The management of the nursery have used their self evaluation effectively to identify potential gaps in equipment or the way learning programmes are being implemented. This includes seeking funding initiatives for the improvement of Information Communication Technology (ICT) equipment and the further development of the outdoor play area. Parental partnerships are securely underpinned by detailed information about how the setting operates. When children start, parents are actively encouraged to share what they know about their child and if required, the setting liaises with external agencies and services to ensure that the child receives the support he or she needs.

The quality and standards of the early years provision

The organisation demonstrates a high commitment to promoting the welfare of the children. Equipment and furniture is of a good quality and deployed safely and attractively to meet the developing needs of the children. For example, younger children have access to equipment that is chunky and easy to handle. Older children have access to a wider range of construction materials and those that require a finer coordination in order to fit them together. Access and egress from the premises is effectively monitored and children are kept closely supervised at all times.

Management have secure systems for immediate repairs and maintenance and fire detection and electrical equipment is regularly serviced and tested. Children learn about keeping themselves safe through practising the evacuation procedure every month and during spontaneous discussions, such as why it is important to wipe up spilt water.

The organisation of the playrooms and daily routines provide children with effective opportunities to learn through independent investigation and adult led activities, such as arts and crafts, role play and the singing of counting songs. Staff have a good understanding of the EYFS, and the planning systems in place. Activities cover all aspects of each area of learning for the age related groups as detailed within the guidance. Observations are taking place and these are being used to plan for children's next steps for learning. There are some systems in place for sharing information with parents including their starting points and current experiences. Further sharing of information about children's progress, in addition to parent's evenings, has been identified as an area requiring attention.

Staffs warm and enthusiastic approach means children are enthusiastic and lively learners. They eagerly enjoy adult attention and interaction but are confident to instigate their own games and play. For example, younger children play 'peep oh' with each other across a table. They call and squeal to engage adult's attention and respond to encouragements to practise their walking and crawling skills. Music and singing are a regular part of the children's day alongside lots of opportunities to go outside in the garden to play. Two-years-olds enjoy running around, trying to master the art of riding the trikes and catching balls that adults gently throw to them.

Meal times are relaxed and social occasions when children enjoy talking about their experiences, such as holidays. Good use of the daily routines mean children get opportunities to practise and improve on their independence skills. For example, toddlers feed themselves with a spoon and those children in the pre-school serve themselves mashed potatoes and carrots, and when thirsty they competently pour their own water. All children are acknowledged and responded to with respect. Staff use a variety of strategies to promote the children's good behaviour, which on most occasions works well. However, the organisation of some large group activities, such as story time following lunch, is not well thought out. Children have to wait for long periods of time; they become bored and easily distracted which in turn leads them to become giddy and disruptive.

Children have lots of choice during their free play. Staff compliment children's play and learning as they encourage children to practise skills, such as making marks to represent labels for the displays, learn to recognise their names on their cups and practise their counting through singing songs and spontaneous questioning. For example, staff ask how many spacemen are left and encourage the children to hold up the correct number of fingers to demonstrate their developing understanding. The staff use simple mathematical language to encourage children's understanding including how many more and one less. These types of activity along with opportunities to use technology are helping to form the building blocks of children's early economic achievement and positively promote their life chances for the future. Complimentary dance, football skills and baking provide children with a range of enjoyable activities which further promote children's physical and creative development.

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?	Good
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?	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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.

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.