

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY370892
Inspection date 13/10/2008
Inspector Teresa Ann Clark

Setting address Holyrood Hope, Stott Lane, SALFORD, M6 8FJ

Telephone number 0161 941 7731
Email hope@holyrood nurseries.co.uk
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 is one of several settings operated by Bertram Nursery Group. It was registered for several years prior to being taken over by the current owners in 2008. The nursery is situated in Salford, Manchester and operates from a detached single storey building. The nursery offers full and part time care to children of employees working in the National Health Service. The nursery is open from 07.00 to 19.00 all year round. The children are based in four rooms and have access to a secure outdoor play area.

The nursery is registered for 62 children on the Early Years Register. There are currently 74 children on roll who are within the Early Years Foundation Stage (EYFS). The nursery supports children who have English as an additional language and children with learning difficulties and disabilities. The nursery employs 20 staff, of whom 18 hold a relevant childcare qualification, this includes the manager. The setting receives support from an Early years teacher and works in partnership with other agencies.

Overall effectiveness of the early years provision

The effectiveness of the early years setting and the systems to monitor its continued improvement are satisfactory overall. Through an effective key person system the staff create an inclusive environment where individual children's interests, differences and needs are catered for. There are good 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. Effective procedures are in place to ensure children are safeguarded. Staff are in the early stages of implementing the EYFS, in particular, the learning environment and planning and assessment systems. Most staff support and challenge children well which helps them make satisfactory progress in their learning and development.

What steps need to be taken to improve provision further?

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

- extend the partnership with parents to gather more information about children's starting points
- develop the outdoor area so children benefit from the same learning opportunities both indoors and outdoors
- improve children's opportunities to develop their self help skills at meal times
- improve the systems for monitoring the provision to ensure the good practice in the pre-school room with regards to the learning environment, planning systems and staff's questioning skills are consistent throughout all areas of the nursery.

The leadership and management of the early years provision

Documentation required for the safe and efficient management of the setting is very well organised, covers all issues and used effectively to promote all aspects of children's health and safety. For example, safeguarding procedures and security systems are understood and followed vigilantly by all staff. Robust recruitment and appointment procedures are followed to ensure children are well protected and cared for by suitable and qualified staff. The effective use of staff appraisals identifies areas for professional development and staff access relevant training to improve the care and education provision. The nursery environment reflects positive images that represent our diverse society and promotes anti-discriminatory practices. Thereby, creating an atmosphere where children and families feel included, safe and valued.

The nursery has completed a self-evaluation of the nursery and accurately identify areas for development, such as the outdoor area and additional training for staff. However, the system is not sufficiently robust as some weaknesses are not identified. For example, the recent development of the continuous provision and planning and assessment systems are not fully effective in all areas of the nursery. A strength of the nursery is the priority given to keeping children healthy and safe and the developing partnership with parents and other agencies.

Good settling in procedures ensure children are happy and secure and parents leave in the confidence that their children are well cared for. The children's daily diary informs parents about children's care and the activities they have enjoyed. Parents are involved in children's learning, for example, shared reading at home and activities within the nursery. They are invited to contribute to children's assessment records. The close working relationships with parents and support agencies means that children with additional needs are effectively supported. When children start at the nursery, staff gather good information about them, but this is limited with regard to their learning and development. Information from parent's questionnaires is audited and takes account of their views and opinions of the nursery.

The quality and standards of the early years provision

On the whole, staff plan a suitable range of activities and experiences to enable children to make satisfactory progress across all areas of learning and development. Overall, staff have a reasonable knowledge of EYFS and are aware of the requirements. Most have a sound understanding of the importance of purposeful play and how children learn and develop. Staff spend time with the children but not all are confident in using conversational questioning to challenge children to think about what they are doing and to move them on in their learning. Good relationships between adults and children build children's confidence so they are safe and secure.

Staff have been working hard to develop the continuous provision to promote child-led play and learning. Staff in the pre-school room promote children's learning and development through some good teaching and a curriculum which is well planned with practical and engaging activities that allow children to learn through play.

However, this is less effective in the toddler room. Recent improvements to observation and assessment procedures enable staff to make informed decisions about children's progress and identify next steps in their learning. Short term planning identifies appropriate activities for individuals and groups of children. This is working effectively in the pre-school but is not fully embedded in all areas of the nursery.

Babies thoroughly enjoy exploring a stimulating range of resources and activities. For example, sand and other natural materials. Staff talk to them as they play, introducing new learning and encouraging new skills. Staff are sensitive to the needs of young babies and respond well to their individual needs. They are provided with lots of hugs and cuddles when they are upset, and soothing words provide comfort and reassurance. Their individual routines are followed with regard to sleeping and feeding. Young children are developing their independence skills at meal times as they make good attempts at feeding themselves. Older children's self help skills are not sufficiently encouraged, for example, serving themselves and pouring their own drinks, as staff do this for them.

Children of all ages are developing good creative skills as staff give children regular opportunities to freely explore a wide range of media and materials. Children experience volume, weight and size through their everyday play, such as sand and water play and baking. The good use of props during an activity based upon 'The Three Bears' story helps children to develop their skills in number and size as they match the bowls and spoons to the appropriate sized bears. Children in the pre-school have free-flow play between the indoors and outdoors for most of the day. But the outdoor area is not yet developed to maximise learning across all areas of learning.

The setting gives a high priority to ensuring that children develop healthy lifestyles. Children are provided with nutritious, freshly prepared meals, spend time outdoors on a daily basis and have lots of opportunities to develop large physical skills indoors and out. The weekly visit from the Dance teacher provides children with opportunities to learn about rhythm and move their bodies to music. Children learn about keeping themselves safe through practising the evacuation procedure and during spontaneous discussions, such as why it is important not to run indoors. Staff are vigilant in ensuring children are kept safe. Good supervision of children when using the large equipment minimises the risk of accidental injuries and the use of the 'Walk O dile' and high visibility jackets ensures children are kept safe on outings.

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
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?	Satisfactory
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?	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?	Satisfactory
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?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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.

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.