

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY372043
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Inspector Carol Ann Dixon

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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 registered in 2008. It is part of a group owned by Happitots Day Nurseries Ltd. The building is located in the heart of Shaw Town centre, it was formerly a disused police station and two attached houses. There is a large fully enclosed outdoor area to the rear of the property comprising grassed area and tarmac surface and a large car parking area to the front of the property which are fully enclosed. Access to the front of the building can be gained via steps or a ramp and there are disabled toilet facilities available.

The nursery opens each weekday from 07.30 to 18.00 all the year round. It is registered on the Early Years Register for 83 children. There are currently 77 children on roll. Children attend for a variety of full and part time sessions. The nursery is able to offer support to children with a disability or learning difficulty and children who speak English as an additional language. The nursery employs 23 staff who work with the children. The majority of the staff hold an appropriate early years qualification. Links are established with other childcare providers, to ease transitions and plan children's progress through the Early Years Foundation Stage.

Overall effectiveness of the early years provision

Children thrive in an inclusive setting where they are valued as unique individuals. A safe and stimulating environment is provided in which a good balance of child-initiated and adult-led activities promote children's progress toward the early learning goals. A secure partnership with parents ensures information about children's care and learning is informally shared. The setting's capacity to improve is good because practitioners in the setting continually evaluate their practice.

What steps need to be taken to improve provision further?

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

- develop the keyworker system to provide more consistency for children
- continue with the plans to develop the partnerships with parents in order that they can contribute to children's progress and development
- consider how to implement a systematic approach to monitor children's progress over a period of time.

The leadership and management of the early years provision

The setting's self-evaluation demonstrates a very good understanding of the strengths of the early years provision and there are clear targets for improvement, such as developing the outdoor area. High priority is given to staff training and development. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as safeguarding, enabling

environments and outdoor play. Staff have recently reviewed their approach to planning to reflect children's interests and teaching methods have been adapted to provide a balanced approach to adult led and child initiated activities. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff to work with children. Children are protected because staff are well trained in safeguarding and know the procedures to follow should they have concerns. Clear risk assessments and checking procedures are in place which helps keep the environment safe and free from potential hazards. Outings are rigorously planned to ensure the safety of the children.

The nursery has a strong commitment to partnership working. Staff have a strong relationship with parents and detailed information on routines is gathered to ensure individual needs are met. There is a daily exchange of information on the child's day at the nursery and many photographs are displayed so that parents can see their child at play. Parental feedback about the service they receive is sought using questionnaires. Management monitor any responses carefully and set well targeted actions to bring about improvements for the benefit of the children. Positive steps are taken to make sure that all children are valued and fully included at the nursery. Daily diaries assist with the exchange of care information, and parents' evenings are used to inform some parents of their children's progress. Plans are in place to extend the ways that parents can be further involved, although at present opportunities for them to support their child's learning are limited. They do not yet have the opportunity to contribute fully to children's assessments, which means that staff may not always be fully aware of children's abilities, including the things they do at home.

The quality and standards of the early years provision

Children participate in a wide and balanced range of activities designed to stimulate their interest and challenge their learning. The staff team has developed effective planning systems which allow the children to make good progress in their learning and development. They observe the children on a very regular basis and use this information to plan enjoyable activities to encourage their individual progress. Children's individual learning is well supported because staff know them very well. However, methods to rigorously track children's progress over a period of time are not consistently implemented throughout the nursery.

There are lots of smiles and chatting as staff play and talk with the children to effectively encourage their communication and thinking. This ensures they are challenged at a level appropriate to their individual understanding and development. Children's personal and social development is good. They enjoy coming to nursery and are settled and happy. The well organised environment provides access to a wide range of good quality continuous play provision. This means that children can make independent choices and become confident learners as they access a wide variety of good quality age-appropriate resources.

Good opportunities for children to express their creative ideas through painting, mark making and listening to music are evident throughout the setting. There are many examples of children's art work and photographs displayed which

demonstrates that their efforts are valued and develops their sense of belonging. High importance is placed on developing their free expression and they have lots of opportunities to freely explore a good range of sensory, messy and creative activities, such as sand, paint, water and many natural materials. Low-level trays allow the youngest children to spread out the sand and make patterns using the differently shaped implements. Older children enjoy exploring the texture of jelly and lentils and confidently describe that 'it feels sticky' and 'it's very wobbly'.

Children behave well as they are encouraged to respect each other and value each other's needs. They develop their understanding of diversity and others in the wider world as they access a range of resources depicting positive images and learn about other cultural festivals. They share, take turns, listen attentively at group times and support each other as they begin to form friendships. They learn that numbers have a purpose as they routinely count how many children are present at story time and independently count how many bricks they have used as they build a tower with their friends. Staff are positive role models as they are very caring and operate sensitively to support individual children. For example, when a new child is settling staff ensure that individual care and attention is provided. However, the current key-working system does not always allow staff to fully support their key children and provide consistency in their personal care routines such as nappy changing.

A healthy lifestyle is positively promoted. Daily outdoor play provides opportunities for fresh air and exercise. Children learn how to be healthy and develop their independence by following consistent routines, such as washing hands prior to mealtimes. They connect their experiences as they notice that the soap in the bathroom smells like 'mummy's shampoo'. They are well protected from illness and infection because staff maintain good standards of hygiene, and follow clear procedures when caring for sick or injured children. Children learn about nature as they collect leaves from outside and care for flowers and seeds they have planted. Older children make use of books to try to identify the flowers they are growing.

Much emphasis is placed on helping to develop children's awareness of keeping safe. Interesting activities are planned to support this, such as visits from the fire brigade and ambulance service. Gentle reminders from staff help children learn about everyday safe practices such as not running indoors and carefully holding the hand rail as they go downstairs. Children are making good progress in developing skills for the future. They develop their understanding of technology as they explore electronic toys and play with telephones and a computer.

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?	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.

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.