

# Holyrood Nursery

Inspection report for early years provision

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**Unique reference number** EY375831  
**Inspection date** 02/06/2009  
**Inspector** Janice Shaw

**Setting address** Sandilands Sure Start Childrens Centre, Sandilands Primary School, Wendover Road, MANCHESTER, M23 9JX  
**Telephone number** 0161 962 0733  
**Email**  
**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 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 Nursery is one of a group of nurseries run by Happitots Day Nurseries Ltd. It was registered in 2008. The nursery is situated within Sandilands Sure Start Children's Centre in the Wythenshawe area of Manchester.

The nursery is registered to provide care for a maximum of 56 children at anyone time under the Early Years Register. There are currently 75 children on roll. Children who have English as a additional language are catered for.

The nursery is open each weekday from 07.30 to 18.00 and only closes on bank holidays. All children share access to a secure enclosed outdoor play area. Access to the premises is suitable for children with disabilities.

There are nine members of staff who work with the children, six of whom have appropriate child care qualifications. Support is received from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The setting's capacity to improve is limited because areas for development are not recognised or prioritised. The setting is in breach of a number of specific legal welfare requirements which significantly impacts on the children's well-being. Access to a variety of play and learning opportunities is helping children to make satisfactory progress towards the early learning goals. Appropriate steps are taken to meet children's additional needs and to help children to learn about diversity and equality.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep appropriate written records of accidents and first aid treatment. Inform parents of any accidents or injuries sustained by children and any first aid treatment given (Promoting good health) 03/06/2009
- make fresh drinking water available at all times (Promoting good health) 03/06/2009
- keep appropriate written records of any medication given to children, ensure that parents are informed (Promoting good health) 03/06/2009
- maintain an accurate daily record of the names of children looked after on the premises, including their hours of attendance (Documentation). 03/06/2009

To improve the early years provision the registered person should:

- provide an increased range of continuous play activities and resources
- ensure that adequate ventilation is in place to prevent unpleasant odours travelling through the premises
- maintain the nursery rooms at a temperature which ensures the comfort of children and staff, including non-mobile children
- increase the amount of time that children spend outdoors during the day.

## **The leadership and management of the early years provision**

The leadership and management of the setting is inadequate. The management team together with the nursery staff have completed a self-evaluation form on line. Whilst they have identified some areas for development, there is not a strong enough focus on reflective practice. None of the serious concerns identified during the inspection are reflected on appropriately within the self-evaluation form. This means that priorities for improvement are not accurately targeted.

The staff have a clear understanding of some of the policies and procedures which are in place for the safe management of the provision. For example, they demonstrate a sound awareness of safeguarding issues and understand both the issues and procedures to follow if they have a concern. Clear recruitment procedures mean that adults working with children are suitable to do so. Any staff who are not vetted are precluded from the personal care of or left alone with children.

A commitment to developing secure partnerships with parents and carers is in place. Parents and carers comment on the warm welcome they and their children receive and they value the daily feedback. The gradual admission process allows children time to settle and feel secure and provides parents with an opportunity to get to know their child's key worker. On admittance, parents receive important information of the learning framework and a compact disc for home use containing the setting's policies and procedures. This ensures they are well versed with arrangements for security, complaints and illness. Children's individual learning journey files contain staff observations, alongside samples of children's work and photographic evidence of their experiences. This gives parents an attractive record of their child's progress through the Early Years Foundation Stage (EYFS). Links have been established with other providers of the EYFS contributing to children's ongoing continuity of care for children.

## **The quality and standards of the early years provision**

The staff have a sound understanding of the learning and development requirements of the EYFS. As a result, children's learning and development is satisfactory. Most of the time children are able to select what they would like to play with and make choices about what they do. Although toddlers do not always have sufficient equipment to freely select from. Observations on children's play and

learning are recorded regularly, evaluated and used to plan for individual children within each key worker group. However, some activities arranged lack challenge and fail to catch children's interest sufficiently.

Children are secure in their relationships with their key worker. Displays of children's individual artwork helps to promote their self-esteem and confidence. Children are becoming aware of the behavioural expectations. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. For example, staff gently encourage older children to consider the consequences of their actions and to apologise to others when they squabble. Younger children are learning to share, take turns and play together cooperatively.

Children participate in a range of nursery rhymes and simple songs. This helps them to recognise rhythm in spoken words. Babies enjoy musical and tactile toys which allow them to explore their senses through play. Children benefit from some opportunities to mark make and despite some mark making areas being uninspiring, the children sometimes initiate writing and drawing activities for themselves. Their interest in literature is fostered by regular storytelling and access to a range of age appropriate good quality books. Counting is an integral part of everyday activities. For example, when babies and toddlers are being lifted off the changing table or out of their chairs staff count one, two, three, they acknowledge this pattern of speech by gurgling and smiling. Older children count the legs on a spider they have found and sing number rhymes such as five currant buns.

Children are developing a simple understanding of the natural world by planting in the vegetable patch and observing the development of caterpillars and African snails. There are sufficient resources in place that promote a positive view of the wider world and increase children's awareness of diversity. Continuous play activities and resources are not sufficiently available during the day. For example, opportunities to use a range of media, such as paint, collage, sand and water play are not sufficient and are not routinely included in the continuous provision activities. This means that children are denied optimal opportunities to develop their natural senses and to express their own creative ideas.

The welfare of children is inadequate. Fresh drinking water is not freely available for the children to access and may lead to dehydration particularly on very hot days. This is a breach in regulations. Some children do not have a drink to accompany their meal until midway through their second course, which means they may be thirsty and need some fluid to aid their digestion. At times the nursery rooms lacks freshness, when unpleasant odours pervade the nursery from the bathroom. During hot weather the rooms are too warm for the children. Whilst the children spend some time outdoors each day this is not maximised. Free-flow opportunities between the indoor and outdoor environment are not available and children are therefore denied the opportunity to extend their play as they wish. Children enjoy a varied range of healthy meals and snacks.

Children's safety cannot be guaranteed at all times as not all documentation is recorded appropriately. The daily register does not contain sufficient information to identify which children have left the building. This is a breach in regulations. The

accident and medication records are not appropriately completed. These are breaches in regulations. This means that parents are not fully informed of any accidents their children may have had during the day or any medication they have received and may effect any decisions parents make after children have left the nursery for the day.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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