

Holyrood Nursery

Inspection report for early years provision

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Inspector Patricia Graham

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Holyrood Nursery is one of 14 settings managed by Happitots Day Nurseries Limited. It registered in 2008 and operates from designated rooms within Sandilands Sure Start Children's Centre in the Wythenshawe area of Manchester. Children have access to a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 56 children may attend at any one time. There are currently 73 children aged from birth to under five years on roll. The nursery is open each weekday from 7.30am to 6pm and only closes on bank holidays. The nursery currently supports children who speak English as an additional language.

There are 17 members of staff, of whom 10 hold appropriate early years National Vocational Qualifications to at least level 2. One member of staff has recently achieved Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds. The nursery also receives support from the Sure Start children's centre teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A dedicated staff team and a stimulating atmosphere enable children's individual needs to be successfully met. The provision of continuous play and adult-initiated activities supports children's individual learning requirements. Consequently, children make good progress in relation to their starting points. However, opportunities to promote language and literacy are not fully promoted. A clear awareness of the welfare requirements enhances children's safety and well-being. Relationships with parents and outside agencies are established, promoting continuity of care for children. Evaluation of the nursery setting is effective in addressing identified weaknesses and the staff team demonstrates a genuine commitment to make continuous improvements. Consequently, outcomes for children are good.

What steps need to be taken to improve provision further?

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

- provide increased activities for older children to experiment with writing for themselves and display words in other languages to help children distinguish between relevant scripts, to further enhance their language and literacy skills.

The effectiveness of leadership and management of the early years provision

Robust recruitment and selection procedures are in place to ensure children are cared for by suitable adults. Children's well-being is further promoted as staff have a secure awareness of safeguarding issues and a designated officer takes responsibility for liaising with appropriate agencies if concerns arise. Detailed policies are in place and these are continually updated to ensure children are safeguarded at all times. Risk assessments are carried out, ensuring children's safety in the nursery, and these work well in practice as potential hazards are immediately identified and addressed. Safety on outings is well considered as children are harnessed to a safety walker and wear high visibility jackets. This is complemented with good supervision and lower ratios, ensuring their safety at all times.

The organisation of the nursery environment provides an inclusive and welcoming environment for all children. For example, all areas are easily accessible and spacious. Staff are well deployed and children are totally assured as they are cared for by familiar adults. In addition to this, children form trusting bonds with their key person, who takes responsibility for supporting key children in their learning and development. For example, the key person seeks information about each child's background and needs and offers personalised learning, enabling each child to make considerable gains in their development. Children's learning is further enhanced as planning and observation systems have recently been revised to ensure children's progress is tracked more effectively.

Good links with parents and outside agencies enable children's needs to be well met. For example, effective communication systems are established with the local school, children's centre and community support services, ensuring support for children and families in the nursery. This is complemented by support from specialised services, who provide valuable assistance to staff, enabling them to meet children's individual needs.

The staff team work together to promote outcomes for children as they take an active part in the self-evaluation process. For example, since the last inspection they have embraced recommendations and actions by reviewing their practice and making significant improvements. This fully promotes children's welfare, learning and development. In addition to this, the staff team has accessed relevant training to enhance their practice. For example, following training on the environment, staff have re-organised areas, increased resources and removed partitions, which creates a stimulating and spacious learning environment for children. Plans for the future are well targeted and, together with the management team, they demonstrate a passion to make continuous improvements by focusing on key areas, such as the outdoor environment, to develop further.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development because staff offer a range of innovative activities, which children thoroughly enjoy. For example, toddlers explore different textures provided in the sensory area, enabling them to explore using all of their senses, while babies happily explore the mirrored triangle, which is stocked with balls and shredded paper. This provides children with opportunities to explore a range of media and materials. Older children relish opportunities to refine their physical skills as they take part in football coaching sessions and all children benefit from fresh air and exercise, which contributes to a healthy lifestyle. Children are confident communicators as staff talk to them at their level and encourage lots of language through play. They develop a desire for books as staff read lots of stories, and the setting is rich in print. However, this does not include other relevant scripts, such as words in the home language of all children that attend. Mark-making opportunities are provided in each area, including the outdoor area, enabling children to ascribe meanings to their marks. However, older children have fewer opportunities to experiment with writing; for example, limited supported is given in helping children write their own names.

Children have good opportunities to develop their mathematical awareness. For example, they compare and sort objects according to their properties and play counting games. In addition to this, children access resources, such as calculators, scales and number games provided in the well-resourced mathematical areas. Children develop problem-solving techniques as they seek different ways to fill their buckets with water using a range of resources, such as funnels and cylinders. They are inquisitive about their environment; for example, babies eagerly explore resources presented at a low level and have great fun seeking new hiding places. Children are supported in using a range of information and communication technology as they access the computer and other programmable resources. Consequently, they are developing skills for the future.

Children are kind and considerate to others as staff are good role models and adopt consistent strategies for managing behaviour. As a result, children show good levels of self-esteem as they play harmoniously with their peers. They are helped to understand boundaries as staff talk to them at their level and help them understand about potential dangers, such as why it is dangerous to climb the wooden arbour. Children show a good awareness of diversity as they celebrate festivals and access toys and resources which promote positive images of society. This helps children value differences and respect others.

Children enjoy nutritious foods, which are freshly prepared on site, and stages of weaning for babies are discussed and agreed with parents. Children develop independence with their personal care as they wash their hands at appropriate times and effective hygiene measures are successfully implemented, for example, bedding is freshly laundered and individual flannels are used for each child, which minimises the risk of cross-infection. Sufficient staff are qualified to administer first aid and a sick child policy is in place, which enhances children's health and well-being. Children's confidentiality is maintained as child records are stored in a

secure manner and the management team takes full responsibility for ensuring all required documents are in place to meet the needs of each child in the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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