

Holyrood Nursery

Inspection report for early years provision

Unique reference number EY401572
Inspection date 29/04/2010
Inspector Frank William Kelly

Setting address Holyrood Nursery @ Haydock Childrens Centre, 12 Wagon Lane, Haydock, St. Helens, Merseyside, WA11 0HY

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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*.

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.

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Description of the setting

Holyrood Nursery was registered in 2009. It is one of several nurseries owned and managed by a limited company. The nursery operates from Holyrood Nursery and the rainbow room within Haydock Children's Centre, Haydock. Children have access to enclosed outdoor play areas. The nursery operates from 7.45am to 6pm each weekday all year round. The out-of-school provision operates each week day during term time from 7.45am to 9am and from 3pm to 6pm. The holiday club operates during holiday periods from 7.45am to 6pm.

The setting is registered to care for a maximum of 112 children under eight years at any one time, of whom no more than 87 may be in the early years age range. There are currently 179 children on roll, of these 127 are within the early years age range. The setting provides funded places for the provision of early education for some of the children. The setting is also registered to offer care to children aged over five to eight years. This provision is registered on the compulsory part of the Childcare Register.

The setting employs 25 staff to work with the children, of whom 16 hold early years qualifications to at least a level 3. Two members of staff have Early Years degrees and one member of staff holds a level 4 qualification. Eight members of staff are working towards a qualification and one member of staff is completing an additional qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective sharing of information with parents provides a very secure base for staff to plan children's individual care needs well and partnerships with other agencies and other settings that provide shared care are developing. Regulatory documentation is used to good effect for supporting communication and underpins the safe working practices which promote the children's welfare and well-being. The staff use planning consistently to support the children's ongoing learning and development. Self-evaluation is cautious but clearly demonstrates the progression taken since registration. The management demonstrates enthusiasm and commitment to driving forward improvement. This includes staff training initiatives and successfully seeking funding for larger projects such as the development of the outdoor play provision.

What steps need to be taken to improve provision further?

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

- revise the menus to allow children's specific needs to be more fully met. In this instance by considering the use of alternative ingredients so that all the children can share the same meal and participate fully in all aspects of meal

- times, including serving themselves
- build on the ways to record children's progress and development in ways which can easily be shared with other settings that provide shared care.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a rigorous recruitment and selection procedure, which includes the seeking of references and completion of full vetting procedures. External training for the named person responsible for coordinating any safeguarding concerns and an in-house staff training session, means that the staff are able to confidently explain how or when they would report such concerns about a child in their care. Children are kept safe as they are well supervised and the access to the setting is closely monitored. The premises and equipment are safe and well maintained, fire detection systems are checked weekly, and annual servicing of the extinguishers and electrical equipment is undertaken. Risk assessments have been conducted and the management check the accident records on a monthly basis to identify any reoccurring or unnoticed risks. Staff caring for the younger children, confidently discuss the procedures for minimising the risk of sudden infant death syndrome.

Staff organisation, their support and ongoing training is well organised. Consequently staff are clear about their roles and responsibilities. The management are beginning to involve staff in identifying their future training needs and contribute to the self-evaluation. The formal self-evaluation is developing and the setting has been cautious about its self-grading. However, their assessments are realistic and the progression made since they started their initial evaluation, demonstrates their commitment to addressing potential weaknesses and building on them. For example, action has been taken to refurbish the younger children's room and use training initiatives to assess and improve the children's access to and the quality of, experiences in the outdoor play area.

Equipment and resources are of a good quality and the setting is thoughtfully organised to provide a welcoming and interesting environment that successfully reflects the children's backgrounds and those of their wider world. For example, all rooms have visual images in books, posters, and signs of welcome and goodbye in a variety of scripts and languages. The children have access to a range of musical instruments from around the world to touch and explore. This helps the children to talk about, and gain a sense of their own and other people's cultures.

Partnerships with parents are very good. A central notice board with regulatory and general information about how the setting is maintained and operated is complemented by photographic displays with explanations about the benefits of outdoor play, the Early Years Foundation Stage, and the Every Child Matters, agenda. A digital photo frame provides pictures of the children involved in their recent play and newsletters are sent out every two weeks. Notices in the playrooms, detail the planning of activities and parents are invited to add information about what the children have been doing over the weekend, to help staff personalise the planning for each child further. Every eight weeks parents are

invited to contribute and add comments to the staff's summary of their child's progress. The provision for supporting children with special educational needs and/or disabilities is suitably established and there is clear evidence of partnership working between local agencies and the schools that some of the children receive. The management is aware of the benefits of developing this further.

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

The staff plan very well to ensure that children's learning experiences are maximised and that the five outcomes for children are woven through the daily routines and planned activities. This has created a lively and interesting place for children to be. The environment actively promotes children's play and investigation, and for most of the day the children take responsibility for choosing what they do. For example, toddlers eagerly scrabble into the wetsuits and spend prolonged periods of fun, splashing in muddy puddles, digging in the compost pit, and then experimenting to see what happens when they add the compost to the puddle. During this they use a range of tools to fill the wheelbarrow and enjoy the benefits of fresh air, experiencing the rain on their faces and use a range of small and large physical skills. Younger children are engrossed in filling a jug from the water tray and then repeatedly pouring it into different jugs, and down the lengths of guttering.

The learning programme is well organised and provides a good base for children to gain the skills they need to secure their future learning. Staff observations identify the next steps for children's learning and are linked to the children's interests. Impromptu learning takes place as it arises, for example, children are invited to look at a snail hidden amongst the leaves of a plant that the children were potting up. Thematic approaches are threaded through and role play is organised to take account of current projects. For example, recent collaborative work with the local health agency staff means children are now cleaning their teeth in nursery. The older children play out their experiences as they demonstrate to visitors how to clean teeth using the toothbrushes and the play mouth. They mark make as they make appointments and check teeth by shining a torch into the visitor's mouth. Resources throughout all areas of the setting are organised to meet children's developing needs and successfully provide children with a range of experiences that span all six areas of learning. However, some routines, such as the registration in the after school club, means children sit for long periods of time. That said, the children are eager to engage the staff in conversations about their day and what they would like to do after their snack.

Communication is seen as a priority throughout the setting with staff engaging children through discussion, songs and stories. Older children enjoy lots of mark making as they sit with a member of staff talking about their families and pets. Babies babble and squeal, enjoying the interactions and acknowledgement they receive from their carers. Secure relationships are fostered further as key workers sing gently to the children as they change their nappies. Staff understand the importance of developing independence and having good social skills. They present good role models for the children to mirror and praise children when they show

respect, such as when they share the toys or help to pass cups to each other.

Children's dietary needs are known by staff and alternatives are prepared to meet the children's specific needs or preferences. The children are enjoying a recently improved menu, which includes a variety of meals which are freshly prepared by the cook and include several varieties of fruits, vegetables and salads throughout the day. However, less thought has been given to how simple changes of ingredients could provide an even more inclusive menu. For example, by using alternative non-dairy products, such as soya margarine for the crumble topping, would mean all the children could serve themselves and eat the same foods as their friends".

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	3
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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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