

Holly House Day Nursery

Inspection report for early years provision

Unique reference number	307473
Inspection date	12/05/2011
Inspector	Angela Rowley

Setting address	Mayfield Avenue, Walkden, Manchester, M28 3JF
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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

Holly House Day Nursery and the 2 Kool 4 Skool Out of School Club have been registered since 1993 and 1995 respectively. The nursery is privately owned and operates from a single-storey building in the Walkden area of Salford, which is within walking distance of shops, parks and the library. Children are grouped according to their ages in four base rooms. The out of school provision is provided in a self-contained area attached to the nursery. The nursery serves families in the local community and from the surrounding areas. It opens each weekday from 7.30am to 6pm all year round, with the exception of public holidays.

The nursery is registered on the Early Years Register. A maximum of 58 children may attend the nursery at any one time. There are currently 100 children aged from birth to under five years on roll, many in part-time places. The nursery has a number of children with English as an additional language and with special educational needs and/or disabilities. The out of school club is registered on the Early Years Register and also on both parts of the Childcare Register. A maximum of 48 children aged from three years may attend at any one time. There are currently 130 children on roll in total who attend for either breakfast club, after school club and/or holiday care.

There are 30 staff in total who regularly work with the children in the nursery and out of school club. The majority hold early years qualifications to National Vocational Qualification Level 3 and three staff have extended their qualifications to Level 5. The nursery is a designated childcare provider for St Pauls Children's Centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has a good capacity to improve, which is clearly evident in the significant improvements made since the last inspection. Self-evaluation processes are detailed and highly reflective, although monitoring lacks rigour to ensure the nursery continues to challenge itself as much as it can. Improvements are facilitated by very well informed and highly motivated lead practitioners who are setting high standards and sharing their expertise with others to provide good outcomes for children. The enabling indoor environment, enhanced by interesting outdoor areas and mostly effective planning of a range of additional experiences, means that children make good and occasionally outstanding progress. This is supported by some excellent partnership working with the local authority, children's centre, other professionals and also with parents. An extensive range of comprehensive procedures are effectively used to promote children's welfare and consequently, all requirements are met.

What steps need to be taken to improve provision further?

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

- systematically evaluate and use observations of what children can do to accurately inform assessment, plan next steps and provide continuous challenge for every child
- strengthen provision to promote children's good health, ensuring cleaning procedures are effectively implemented and by enabling children to respond to their own personal hygiene needs
- build further rigour into the process for self-evaluation, assessing the impact of improvements made and using comprehensive monitoring of children's progress to make future plans to further improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Secure recruitment and selection processes ensure all those working with children are suitable to do so. This is enhanced by rigorous induction, mentoring and appraisal procedures, which effectively monitor staff's continued suitability. Safeguarding is given high priority. All of the senior leadership team have attended safeguarding training for managers and a significant number of other practitioners have received local safeguarding training. They are aware of the setting's procedures should they have concerns about any of the children in their care. The nursery works collaboratively with other key agencies, which results in some highly positive outcomes for children identified as being at risk of harm and for particular families who need additional support. The environment in which children are cared for is well maintained, safe and supportive, with designated key workers providing stability for children. Routine safety and maintenance checks take place and a robust staff mobile phone policy is implemented. Risk assessments are continually reviewed to ensure children's safety. For example, the risk assessments of the newly designed and refurbished outside play areas are continuously reviewed as staff observe and reflect on how children are using the new areas. The nursery has a clear complaints procedure and regularly requests parental feedback in a variety of ways. Arrangements to promote children's welfare are good. A good number of staff hold current first aid certificates. They follow clear procedures regarding accidents, medication and health needs, although procedures to help prevent the spread of infection are not always rigorously implemented. The nursery menu provides children with nutritious meals and snacks, the details of which are in the process of being analysed to evaluate the nutritional value of all meals provided. The nursery participates in a number of programmes to enhance children's good health and to promote their understanding of healthy lifestyles.

The nursery is highly effective in ensuring all children are well integrated. Welcome signs in a range of different languages, symbols used on information displays and positive images in play materials help to raise children's awareness of diversity and create a sense of value for all. Lead practitioners have an expert knowledge of strategies to support all children's learning and to promote equality. The nursery has achieved both Every Child a Talker (ECAT) and 'ICAN' accreditations and achieved excellent outcomes for children with identified speech and language delay, with whom they have been working closely. Additionally, the nursery has

seen significant improvements in the number of children working above their chronological ages in communication, language and literacy since learning new skills and implementing new strategies to promote children's speech and language. An excellent awareness of the differing needs of boys in play and learning has resulted in strategies to more effectively engage them, for example, in more practical story time sessions. Every child's needs are planned for, particularly those that need additional support. This is highly evident in the dedication of nursery leaders to instigate common assessment framework procedures and work excellently in partnership with the team around the child.

Partnership working is a key strength of the setting. The nursery provides funded places in partnership with, and on behalf of, St. Pauls Children's Centre. They embrace the support given to them by the centre's educational lead and, as a result, they are continually improving their practice and procedures. The excellent channels of communication between the two settings ensure that children and their families get the support they need. Parents have been encouraged to attend the centre, for example, to benefit from counselling services, English language courses or activity sessions with their children. The setting also takes a lead role in ensuring secure transitions for children when they leave to go on to school. Parents act as key partners in the provision. The setting asks for their views and holds regular open evenings to involve them in future planning and inform them of new initiatives. Right from the start, they are asked for detailed information about their child's care and learning needs. Using daily diary sheets, they are very well informed of children's well-being and their learning. For the children who need it the most, the setting provides parents with tailored guidance and precise information about ways they can support their child's learning at home. This results in improved outcomes for them.

Lead professionals in the setting are highly motivated to seek further improvement. This is demonstrated through their commitment to professional development, which has significantly increased knowledge and skills and inspired new practices and high standards in provision. Three practitioners have now achieved an early years foundation degree. The nursery is continually embarking on new projects and enrolling in programmes to enhance the provision for children and raise expectations. Following capital grant funding the nursery has had a radical overhaul of almost all outdoor play areas which have been transformed into interesting and challenging areas to explore and investigate. The nursery has become a beacon for good practice in some areas and practitioners are asked to share their knowledge and skills with others particularly in response to the excellent work they have done to achieve ICAN accreditation. The nursery's evaluation of itself is detailed and secure and has led to an accurate analysis of its own performance across most areas. The nursery uses quality assurance tools to check itself although does not rigorously monitor children's progress to establish the quality of teaching in different areas. The quality of teaching is secure overall, although there are minor weaknesses in assessment systems to link identified next steps and planning for children's learning. This means that occasionally children lack challenge and do not always make as much progress as they can in all of the areas of learning. As a result, outcomes for children overall are good.

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

Key staff have an excellent understanding of how children learn and use this to provide some high quality learning opportunities in everyday situations. Their inspirational ideas provide some rich and imaginative experiences from which all children learn. Other practitioners are developing their understanding of the Early Years Foundation Stage and also how to implement the comprehensive systems available to observe and assess what children can do. Some assessment procedures, particularly for children's communication, language and literacy, are thorough and the information gained is used very effectively to inform planning. However, some observations are not securely evaluated or routinely embedded in assessment and activity planning procedures to consistently challenge and thus optimise each child's learning potential across the Early Years Foundation Stage.

Children's learning is good overall and is supported by a stimulating learning environment, which in some areas has been extremely well planned and resourced to provide interesting opportunities to investigate and make connections through regularly enhanced continuous play provision. Children are enabled to become active learners. They develop the skills they need for the future successfully as they self-select resources and think for themselves as they are enabled to make choices about aspects of their day. Right from the start their curiosity is heightened as they are provided with a wide range of natural materials which stimulate their senses. By toddler stage, children show a keen interest in digging to see what they can find, using binoculars to explore further and a play camera to take pictures of their finds, showing an early understanding of the uses of technology. By pre-school age, children are able to use the mouse on the computer and follow through a simple programme independently. Provision to develop children's skill in communication, language and literacy is outstanding. The nursery's involvement in the ECAT and ICAN programmes has inspired some expert practice. As a result, all children in nursery use 'sign along' and gesture to support their communication. The use of core books and songs in each room means children develop familiarity and a love of story and rhyme, which increases their vocabulary. Children re-enact stories using props in their play, for example, making a house of bricks from crates. As a result, the nursery has seen a significant increase in the number of boys looking at books in the book area and children use repeated refrain in their everyday language. Practitioners use 'Simon' the persona puppet who explores everyday words with children using meaningful objects. Vocabulary and communication is further enhanced through use of pictorial timetables to support children's understanding of routines and photographic fob cards to encourage children to express their needs.

Practitioners are highly respectful of children's home backgrounds and value their primary languages. Keyworkers often work closely with parents to identify core words from their first language that might be used in the setting to aid communication and help children feel valued and to settle. Consequently, all children show a strong sense of belonging in the setting. They are very confident and keen to try out new activities and to challenge themselves. They display high levels of independence as they are given responsibilities, such as for table setting

at lunch time when they match and sort knives, forks and spoons, engaging in problem solving as they go. Children's behaviour is managed well, which results in confident children who are secure with their routines. More able children in the setting often offer support to others and, for example, hold their hand to help them balance on the stepping logs to keep them safe, or show them how to negotiate their way around a programme on the computer.

The development of the outside play area provides some fantastic opportunities to extend children's learning. Most children benefit from continuous outdoor provision, which enables them to access fresh air and exercise freely. They challenge themselves, under close supervision, to roll down the hill or ride down it on their trike. Babies enjoy the feeling of sand running through their fingers as they sit in the massive sand area. Children have many opportunities to develop healthy lifestyles. The nursery takes part in a tooth brushing scheme and as a result every child cleans their teeth as part of the daily routine. Children learn to respond to the needs of their own bodies and access drinking water freely, however, they are not always encouraged to be aware of their own personal hygiene needs and a number of children go for some time without wiping their runny noses. Provision is made for comfortable and restful sleep and every child's individual care routines and health needs are known and met. Practitioners are aware of the nursery's clear procedures to manage children's health, although in some areas of the setting cleaning procedures are not implemented as rigorously as others.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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