

Holyrood Nursery

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Elisia Jane Lee

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Type of setting	Childcare - Non-Domestic

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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 Day Nursery was re-registered in 2008 and is owned by Bertram Nursery group. It is set in a three-storey, semi-detached Victorian property in Salford. It has nine playrooms based on the ground and first floor, which is accessible by a flight of stairs. There is a fully enclosed outdoor play area at the rear of the building.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 79 children may attend at any one time. There are currently 100 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for two- and three-year-olds, and supports children with special educational needs and disabilities and children who speak English as an additional language.

The nursery employs 22 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and 12 at level 3 or above. There are two members of staff who hold Early Years Professional Status and one with Qualified Teacher Status. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning needs are exceptionally promoted and are given the highest priority. Children make excellent progress in their learning and development and enjoy a wide range of inspiring and challenging activities and experiences. Systems for observing children are highly comprehensive. Children are valued as unique individuals and an exceedingly strong inclusive ethos threads through all aspects of the setting. Their progress is shared highly effectively through superb partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting thoroughly uses highly effective self-evaluation and review procedures to ensure that the service is continually improving.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing opportunities for children to explore more natural resources and materials indoors.

The effectiveness of leadership and management of the early years provision

All staff ensure the safety and welfare of children is given extremely high priority throughout the setting. Arrangements for safeguarding children are exceptional. The staff are highly skilled in understanding how policies can be used in practical application and the importance of this to support positive outcomes for children. Highly effective policies and procedures are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is superb, with the focus always being on improving outcomes for children. For example, highly skilled staff ensure that planning is extremely flexible to take into account children's individual needs, and next steps in learning are rigorously supported. They use the environment and resources within the indoor and outdoor areas with skill, offering a choice of varied and imaginative experiences. Staff use highly effective self-evaluation systems to constantly monitor their service to achieve the highest standards. This is demonstrated through robust internal audits covering all aspects of practice and provision. Staff are extremely committed to further training opportunities, which results in a highly effective knowledgeable staff team. The recommendations raised at the previous inspection have been addressed, which has a positive impact. This leads to continuous improvement and extremely high outcomes for children.

The staff have created a highly stimulating and welcoming environment. All children enthusiastically enter the setting and engage independently with resources. They are inquisitive learners who ask questions and problem solve during play. Indoor and outdoor environments are given equal value and are rich, varied and imaginative. High quality multiple resources are easily accessible and support children's learning and development very well across the six areas of learning, although there is a limited range of natural resources and materials indoors. The outdoor area has been significantly enhanced and offers an extremely wide range of experiences. Children relish outdoor play and become engrossed in activities, such as playing in the large sandpit built into floor, transporting mud in wheelbarrows, playing with a water fountain or using an underground tunnel, which superbly enhances imaginative play.

An equality and diversity policy outlines an excellent commitment to promoting inclusive practice. The staff have a highly comprehensive knowledge and understanding of individual children, and as a result their care and development needs are extremely well met. Children with special educational needs and/or disabilities are exceptionally supported through the staff's knowledge and outstanding liaison with other professionals. Excellent systems are in place to work alongside other professionals to facilitate smooth transitions. Information is shared between all providers, ensuring that the needs of each individual child are always given the highest priority. Partnership with parents and carers are exemplary. The manager and staff take a lead role in supporting parents, offering forums and training opportunities, attending multi-agency meetings and giving advice and support. Parents are extremely complimentary about the care and service provided.

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

Children enjoy a wide range of stimulating learning experiences and make excellent progress in their learning and development. The staff know the children exceedingly well, planning activities which take into account individual interests and capabilities. Observations are undertaken regularly, children's interests are documented and staff skilfully identify next steps in their development. Children show a desire to participate and actively contribute to the running of the setting. For example, they are consulted when environments are developed. Children are warmly greeted at the door and show a strong sense of security. They progress in their personal, social and emotional development as staff are highly effective at encouraging children to participate in routines and give consistent praise. This promotes self-esteem, builds confidence and promotes communication. The staff provide a wide selection of resources to enhance children's communication, language and literacy skills. For example, children access listening stations, make their own books, take part in daily phonic sessions, undertake self-registration and use chalk in the outdoor area for early mark making. Younger children communicate by pointing and repeating simple words and phrases. Activities are planned and differentiated to support children's individual needs. Their concentration skills are very well developed as they have purposeful and developmentally appropriate learning opportunities.

Children's creativity is supported through a wide range of role play equipment, creative resources and a good range of media. For example, they dress up in a range of different cultural outfits when celebrating festivals around the world. Children enthusiastically play with shaving foam, making patterns and marks, and have multiple role play areas to learn through imaginative play scenarios. All children access the outdoors every day, becoming interested in the environment by planting seeds and herbs and going on walks within the local area. The setting is fully committed in supporting children to develop a full knowledge and understanding of the world. All children are highly valued and engage in a wide range of activities and experiences which help them to value diversity. For example, they take part in the harvest festival at the local church, celebrate festivals from other cultures, learn signing for communication and use a diverse range of multicultural resources. Children's welfare is positively promoted. For example, they are taught how to be safe through ongoing discussions about stranger awareness and by taking part in emergency evacuations of the building.

Children take part in music and movement sessions which support them in appreciating the role exercise has in creating a healthy lifestyle. Children discuss heart rate, muscles, breathing and skeletal frame. Snacks and lunches are extremely healthy, offering a wide choice of fresh produce and healthy options prepared by a designated cook. Children's health, physical and dietary needs are exceptionally well met by staff, and this supports them very well as they are extremely content and settled within the setting. For example, home-made baby food is given during weaning times. Children use recycled materials and are part of the 'eco schools' project, giving them a chance to appreciate sustainability and the importance of recycling. All children have a wide range of opportunities to use

electronic equipment and programmable toys with great confidence, for example computers, listening stations, voice recorders, cameras, printers, torches and telephones. This means they are highly supported and effectively develop skills for the future. As a result, children's outcomes are significantly enhanced.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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