

Holyrood Nursery

Inspection report for early years provision

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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 Nursery re-registered in 2008. It is part of Bertram Nursery Group, owned by Happitots Day Nurseries Ltd. The nursery is located in the town centre of Shaw, Oldham and is accessible to all children. There is an enclosed outdoor play area at the back of the nursery. Parents use the car park at the front of the nursery.

The nursery is open throughout the year on weekdays from 7.30am to 6pm. It is registered by Ofsted on the Early Years Register for 83 children, of whom 43 may be under two years at any one time. Currently, there are 102 children on roll and they attend for a variety of sessions. The nursery provides places for funded two-year-olds and nursery education funding for three- and four-year-olds. The nursery currently supports a number of children with special educational needs and/or disabilities and there is provision for those who speak English as an additional language.

The company employs 16 members of staff to work directly with the children and all hold appropriate early years qualifications. The deputy has attained a relevant level 4 qualification. The nursery manager has a joint BA (Honours) degree, a level 6 in Leadership and Management in Play Work and she holds Early Years Professional Status. Currently, there are five Modern Apprenticeships and three students working towards early years qualifications.

The nursery is a member of the National Day Nurseries Association. It has attained a five star rating for food hygiene through the local authority and an award for Skills and Training for Staff through the Department of Innovation University Skills. The nursery is the link provider for the local Sure Start Children's Centre and it receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All aspects of children's welfare, learning and development are strong, with some areas being exceptional. This includes exemplary provision for children with complex needs, excellent partnership working and highly inclusive practice. Trusting relationships with parents and carers, established through the highly effective key person system, is impressive and children's individual needs are consistently well met. Children make strong progress overall and most of their learning records are well maintained. Strong leadership and effective self-evaluation is raising standards throughout the nursery. Action taken by the new nursery manager is extremely well targeted to bring about sustained improvement and continually good outcomes for children. However, some new ways of working have not been in place long enough to have had full effect.

What steps need to be taken to improve provision further?

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

- ensure that all children's assessments are kept up to date for parents to view.

The effectiveness of leadership and management of the early years provision

Staff have an excellent awareness of safeguarding issues, which strengthens parents' and carer's confidence in the work that they do. The provision for child protection is exemplary. There is a welcoming, relaxed atmosphere and children thrive in a calm, predictable environment. There are highly effective staff selection, recruitment and vetting procedures in place, including induction and appraisal systems. As a result, staff work exceptionally well together to reach a common goal. They deliver the requirements of the Early Years Foundation Stage in an imaginative way, tailored to meet the individual needs of children. Detailed risk assessments are maintained to minimise the risk of accidental injury. In relation to staff's personal professional development, management are proactive and provide training. For example, apprentices are given the opportunity to study while gaining practical skills at the nursery. They are shadowed by more experienced staff. The company has its own training centre and assessors.

Highly effective management systems and a trained and committed core staff team that delivers children's continuing care and learning consistently well are key factors within the nursery. Those in charge are focused on high quality provision. They use self-evaluation effectively to draw up action plans that clearly prioritise aspects of the provision to be developed. For example, deep cleaning carpets, replacing others and enhancing provision for children in relation to information and communication technology. However, some new initiatives are not yet fully embedded. Staff also make very good use of the regular quality assurance checks made by the company's director of childcare and development.

Time, space and resources are organised and used well to meet the needs of children. Before sessions begin, resources are thoughtfully arranged to encourage children to use them and the effective layout of the rooms support children's learning in all areas. Toys, books, materials and play equipment are regularly rotated to provide variety for children. Staff place the promotion of equality of opportunity at the heart of all their work. They have extremely good knowledge of each child's background and needs, established through the robust key person and buddy system. The detailed information they obtain is clearly used to inform practice. When difficult behaviours create challenges for the individual children concerned, as well as for those around them, staff manage incidents sensitively and consistently well. Children have developed trusting relationships with staff that clearly foster mutual respect. As a result, all children are fully included and involved. Children's views and suggestions are evaluated by staff, informing them what they have done well and what they could do differently to improve outcomes. These measures clearly enhance children's experience at the setting.

There are high levels of engagement at the setting. Relationships and working in

partnership with parents is impressive. Parents commend staff for the way in which they deliver a valued and consistently good service. Parents' comments include, 'excellent team work and they are non-judgmental', 'each child is an individual', 'I've recommended it to others' and 'my child looks forward to Thursday when the dance teacher comes. Children have a great time here'. Parents are routinely involved in decision making on key matters affecting their children through well-established systems and procedures. Highly effective communication between staff at the setting and home is an integral part of the provision, successfully promoting children's continuing care and development. Relevant examples include Grandparent Day and the nursery's lending library, situated in the foyer for easy access.

Children with special educational needs and/or disabilities make good progress from their starting points because transition arrangements are exemplary and staff have high expectations for all of them. Staff have established exceptionally good links with external agencies through the setting's Special Educational Needs Coordinator. For example, links with social workers, health visitors and speech and language therapists. Highly regarded relationships are fostered between staff at other settings, including the local Sure Start Children's Centre.

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that mostly show children's individual progress is good in relation to their starting points and capabilities. For example, the children's key person records observations of children at play to determine their natural interests, capabilities and preferred learning styles. They track children's progress, linking the information obtained to pictorial examples of what children have achieved in their learning journals. This information is used effectively to plan a broad range of activities to help children take the next step towards the early learning goals. However, in relation to record keeping, not all children's records of achievement are up to date. Teaching methods are effective and when it is appropriate, staff are able to maintain children's attention for extended periods. For example, through singing nursery rhymes and offering spontaneous interactive play before dinner is served. All children are encouraged to have a go and they are confident learners, who have developed a positive attitude towards learning.

Children demonstrate an extremely strong sense of security and they said that they feel safe at the setting. If children are troubled or upset, they confide in their key person. Children clearly understand what standards of behaviour are expected and they always try to apply these, in order to keep themselves and others safe. Overall, their behaviour is exemplary and isolated incidents are skilfully managed by caring and competent staff. Meal time is a social occasion and children sit together with the adults to eat their food. With regard to children who are hesitant to try different food, staff demonstrate good levels of consistency, encouraging them to taste it. Usually there is little left over because children clearly enjoy what

is provided. The cook is skilled at providing home-cooked food that is nutritious and looks appetising. Children help to set the tables and they use individualised laminated place mats. Hand-made flower vases decorate the tables. These measures clearly promote children's physical and emotional health.

Staff respect and value the uniqueness of each child and all children are treated with equal concern. The concept of sustainability and looking after the environment is promoted exceptionally well. Children learn about locally resourced food and they have planted and grown seeds. The recycling containers at the setting encourage children to bring empty cardboard boxes, egg boxes, plastic cups and kitchen roll holders from home to make space rockets and castles. Model making is a fascinating, tactile activity for children, which helps to develop their natural curiosity, imagination and design skills. The ability to model random shapes and materials into meaningful 3D objects clearly enhances children's self-confidence and gives them a real sense of achievement. There are many other steps taken to show children how to care for the environment in a responsible way.

Children enjoy learning through their play and they are engrossed in challenging and stimulating activities. For example, using paints and wooden stamps to make patterns. They use shape sorters, bricks for construction and have conversations with each other and staff on the small world mobile phones. Children are learning how to handle books correctly. This includes textural picture books, as well as other interactive talking books. Push-along phonic activity centres teach very young children about cause and effect and helps them to develop hand-eye co-ordination. For example, learning through discovering how to twist, turn and press buttons, lift flaps and to identify sounds. Children have fun using magnifying glasses, looking for mini beasts when they play outside. They are captivated by worms that wriggle and insects that move away quickly, such as spiders. Children use their imagination fully when they dress up in different costumes and role play in the home areas. Cuddly toys and other props are used effectively to draw children's attention and to develop their understanding of different emotions and how to be sensitive to other peoples' feelings. These effective measures provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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	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	2
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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