

Holyrood Nursery

35 Milnrow Road, Shaw, OLDHAM, OL2 8AP

Inspection date	04/07/2013
Previous inspection date	15/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children develop healthy eating habits because staff offer nutritious snacks, such as fruit.
- Staff have established effective partnerships with other professionals. As a result, children with special educational needs and/or disabilities are supported in the nursery.
- Staff work well with parents. They use effective systems for communication, which ensure that parents are involved in their child's learning.

It is not yet good because

- Staff do not consistently ensure the activities and experiences that are offered to children are based on a robust assessment of children's needs or stage of development. Therefore, not all planned next steps in their learning are meaningful or relevant.
- Opportunities for children to develop their independence are not maximised by the staff. As a result, children cannot help themselves to a drink at mealtimes or wait too long to serve their own dinner.
- Some children become distracted at story time, due to the timing of the story and lack of opportunities for children to play an active part. For example, by using props, such as puppets.
- The monitoring systems that are in place are not fully effective. As a result, the quality of some of the planned activities do not support children as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises.
- The inspector held a meeting with the nursery manager and area manager.
- The inspector looked at some paperwork, including the children's records.
- The inspector ensured the views of parents and children were taken into account through discussions.

Inspector

Karen McWilliam

Full Report

Information about the setting

Holyrood Nursery was re-registered in 2008 as part of the Bertram group and is one of 34 nurseries in the chain. The nursery is on the Early Years Register and is situated in premises in the Shaw area of Oldham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 19 members of child care staff. Of these, 17 members of staff hold appropriate early years qualifications at levels 2 and 3. The manager has achieved Early Years Professional Status and Qualified Teacher Status.

The nursery is open Monday to Friday all year round except bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- analyse the information gained through observation and ongoing assessments of children to consistently identify the next stage of their development across the seven areas of learning and use this information to plan challenging activities to help them to make good progress.

To further improve the quality of the early years provision the provider should:

- build on opportunities for children to develop their self-care skills by pouring their own water and serving their own food
- enhance story sessions by minimising distractions and by using props, such as puppets, so that children can join in and enjoy the experience
- extend self-evaluation through careful monitoring and analysis of the quality of the educational programmes on offer in the pre-school room then address improvements that benefit children the most.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children enjoy a range of activities that cover the required areas of learning adequately. Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'all about me' forms and have informal discussions with staff. This ensures staff know the children well as they are settling-in. Staff throughout the nursery regularly observe children and plan experiences for children to take part in. Within the younger toddler's room staff regularly monitor the progress babies make and use this information to plan the next stage in their learning. As a result, planned next steps for babies are meaningful and relevant. However, although all staff monitor the progress children make, not all staff use the information obtained consistently. For example, staff in the pre-school room plan experiences for their group without analysing individual children's assessments. As a result, activities are not tailored for the individual needs of children or their stage of development. This does not ensure that activities are differentiated for each child or ensure they are challenging and extending the learning and development of each child.

Staff complete the required 'progress check at age two' and a written summary is provided for parents. Children who have special educational needs and/or disabilities are identified and referred to the nursery's special educational needs coordinator and the local

authority's development worker. As a result, staff work alongside parents and other professionals to ensure suitable plans are in place to support children in their care and learning. In addition, the nursery manager regularly monitors every child's progress. Therefore, there is mostly a sound overview of the group's progress and any gaps in individual children's learning or groups of children are identified and addressed. For example, communication and language development was targeted as an area for improvement in the toddler's room. Therefore, the manager purchased extra resources to support the children to make progress in this area of learning. There are many ways in which staff support parents to feel involved in their child's care and learning. For example, each child's development file is always available for parents to look through, they are invited to regular parent's evenings and staff communicate with them daily.

Children are active talkers who are keen to communicate. They confidently approach adults and engage them in conversation. Overall, staff interact positively with children and suitably question them and encourage them to think critically. For example, children are asked to match magnetic letters to their names. As a result, children competently sound out the initial letter of their names. Regular story sessions also contribute to children developing a sound acquisition of language. Although, in the older toddler room, children do not always engage with the story session. This is because the staff do not use props, such as puppets, to maximise opportunities for them to interact with the story. Furthermore, the timing of the story is not always appropriately planned to support children to listen and attend. This is due to staff moving tables and removing children in groups to wash their hands in preparation for lunchtime.

In the under two's rooms, young children explore their environment confidently. They choose from the suitable range of resources that are stored on the floor or on low-level shelves and are easily accessible. Sensory exploration is encouraged by the staff as they provide a range of textures for babies to explore. For example, babies are encouraged to explore using their whole bodies, while taking part in body art. Or enjoy the feel of gloop, sand and water. Their early communication skills are fostered as staff engage them in stories and songs and respond appropriately to their 'babble' and words. Babies' physical skills are appropriately supported. For example, they use a range of movements as they play in the soft play area, such as crawling and sliding.

All children have good access to tools for making marks, indoors and out, such as chalks, pencils and crayons. Babies sit and chalk on the floors outdoors and the older children create pictures on the numerous wall mounted boards, in and outdoors. As a result, children draw lines and circles, begin to form letters and write their names. In the older children's rooms, they confidently talk about their pictures. For example, children explain to visitors that the person with the big circle for a head is her 'mummy'. Children's mathematical development is satisfactorily supported through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they play 'shops' outdoors with staff. They learn about shape and size as they construct tall towers with assorted bricks. Children's self-care skills are satisfactorily fostered throughout the nursery. For example, children in the pre-school room are encouraged to help tidy up and wipe tables and to dress themselves in preparation for school.

An adequate range of small world and role play resources provide children with

opportunities to try out different roles in the community, such as shopkeeper and police officers. Equality and diversity is well-promoted. An adequate range of resources, such as pictures and images that positively portray diversity, are displayed around the nursery. Furthermore, children take part in a wide variety of festivals, such as Chinese New Year, and have opportunities to taste foods from different cultures. For example, children dress-up and sample food from France and India. Therefore, children develop an awareness and understanding of the diversity of the world in which they live.

All the children access the outdoor area at least twice a day, where they play on a good range of equipment to support their physical development. For example, children are encouraged to take risks as they cross the 'wobbly bridge' and they develop strong muscles as they play on the wheeled toys or run around in the ample space. These activities suitably support children to acquire the skills necessary for school.

The contribution of the early years provision to the well-being of children

Children are happy and content throughout the nursery. They interact positively with adults and other children, which supports them to make friends. For example, children are extremely confident and sociable with visitors. They chat away and welcome them into their play. The key person system works appropriately, supporting children's confidence, and staff liaise with parents to ensure their wishes are valued, such as following familiar routines from home. Babies and older toddlers enjoy snuggling in for cuddles with staff. Consequently, children separate well from their main carers and settle-in appropriately. In addition, to further support continuity of care for children, each child has a 'buddy' key person. Their role is to care for the child's needs when their main key person is not at nursery. Furthermore, each child remains with their key person for a minimum of two years. This ensures that young children form strong attachments with staff and parents and carers form good relationships with staff that know them and their children well.

There is an adequate range of well-maintained, safe and age appropriate resources for children to enjoy, both indoors and outside. These are stored within easy reach of the children. Staff conduct a daily check of the premises to ensure it is safe for children to explore. Older toddlers and pre-school children demonstrate their growing awareness of safety as they line up and carefully walk up and down the stairs. Planned visits from professionals, such as, paramedics and fire fighters, further support children to develop an awareness of how to keep themselves safe. Children demonstrate they feel safe by confidently playing and exploring in the nursery environment. Generally, children are well-behaved because staff implement consistent strategies and offer children explanations and lots of praise. For example, staff explain to children that they must not open doors or they might trap their fingers. As a result, children learn the behavioural expectations of the nursery.

Children's health is effectively promoted by the nursery. Staff enlist the support of professionals, such as the local authority staff, to ensure the menus are nutritious to support children's health. As a result, children eat well-balanced meals and lots of fresh

fruit is available in each room, daily. Children suitably begin to manage their own personal care needs. Young children begin to feed themselves and older children use their cutlery competently. In addition, children are supported by staff as they serve their own meals. However, children have to wait too long to serve their food because of the organisation and jugs are too big and full for children to lift in order to pour themselves a drink of water when they are thirsty. Therefore, opportunities for children to be independent are not maximised. Staff ensure that all children have access to the large outdoor area at least twice a day, as part of a healthy lifestyle. Therefore, children benefit from regular fresh air and outdoor activities.

Once children are ready to move onto the next stage in their learning, such as school, there are suitable arrangements in place to support them. The children's transition records are shared with schools and the teachers are welcomed into the nursery to meet the children and attend their Individual Educational Plan reviews. This helps children to have a smooth transition into their new setting and ensure that teachers are well-informed to support their individual needs.

The effectiveness of the leadership and management of the early years provision

The leadership and management team of the nursery have a sound understanding of the requirements of the Early Years Foundation Stage. Good arrangements are in place to safeguard children. Robust recruitment procedures ensure all potential staff are vetted. Staff have attended safeguarding training. This ensures they are aware of the possible signs of abuse and the procedure to follow if they are concerned about the welfare of any child in their care. There is always a member of staff trained to administer first aid when required. Accident and medication forms are maintained and signed by parents. The manager monitors the performance of staff through regular reviews. This ensures that staff are supported and reflect on their practice and some training needs are identified. For example, staff have attended positive behaviour management and manual handling training, to support children.

Comprehensive risk assessments and daily checks are in place and regularly reviewed by the manager. This ensures the environment is safe for children. The manager is keen to improve the quality of care and learning for children. She works alongside other professionals and acts upon any advice given, such as their local authority development worker. This continued support has enhanced the quality of care for children with identified special educational needs and/or disabilities and has added to the progress they make. Self-evaluation is used, generally, well to drive improvements. The manager and area manager work closely together to complete regular audits of the nursery and spot checks, which support staff to bring about improvements. Since the last inspection the manager has ensured that all children's assessments are kept up-to-date. In addition, she has implemented 'the manager's overview'. This ensures she regularly monitors each child's progress and identifies any areas in which children may need additional support. However, systems to monitor the educational programmes are not fully effective.

Therefore, the manager has failed to address the areas for improvement in the planning methods in the pre-school room. This means children are not as well-supported in their learning as possible.

Partnerships with others are clearly a strength of the nursery. Parents state they feel involved in their child's learning and are extremely complimentary about the nursery and the staff. They say they feel very supported and have 100% trust in them. Parents feel they are well-informed about their child's day, through informal chats at the beginning and end of the day. They state that the nursery informs them when their child is ill and they can do their job knowing their children are left with staff who genuinely love their child. The manager has implemented many ways to establish and maintain relationships with parents and extended families. For example, the grandparents' 'meet and greet'. This ensures all family members feel welcome.

Staff have a sound understanding of the advantage of liaising with other early years providers and local schools. This gives staff the ability to meet children's individual needs and ensures that there is continuity in their learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY372043
Local authority	Oldham
Inspection number	901505
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	89
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	15/05/2012
Telephone number	01706 847711

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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