

# Holyrood Nursery

Sandilands Sure Start Children's Centre, Sandilands Primary School, Wendover Road, MANCHESTER, M23 9JX

<b>Inspection date</b>	17/07/2013
Previous inspection date	01/12/2009

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

## The quality and standards of the early years provision

### This provision is good

- There is a strong focus on activities being child-led. Consequently, staff observe children in their play, clearly identify their next steps in their learning and plan activities which follow on from their interests.
- Staff are attentive and sensitive to children's needs which helps them to form strong emotional bonds with the adults caring for them. Times of transition are particularly well-planned which ensures continuity of care.
- Secure premises ensure children are kept safe and through positive role modelling by staff, children are developing their independence.
- The management team and staff reflect on their daily practice and through self-evaluation show a strong commitment to drive continuous improvement.

### It is not yet outstanding because

- Sometimes there are missed opportunities by staff to ask carefully framed open-ended questions during activities to challenge and extend children's creativity and critical thinking.
- There is scope for the further development of the outdoor area in order to provide all children with more rich, interesting and challenging experiences.

## 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 observed activities children took part in.
- The inspector spoke to the manager, the director of operations and childcare staff at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the manager.  
The inspector viewed a range of documentation including risk assessments,
- safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken to on the day and from their comments in a selection of documentation.

## Inspector

Susan Heap

## Full Report

### Information about the setting

Holyrood nursery was registered in 2008 and is on the Early Years Register. It is one of 17 settings managed by Happitots Day Nurseries Limited and operates from designated rooms within Sandilands Sure Start Children's Centre in the Wythenshawe area of Manchester. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above.

The nursery opens Monday to Friday all year round and is closed for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- develop the educational programmes for all children in the outdoor environment to ensure that it is interesting, attractive and accessible so that children have rich learning opportunities
  
- consider ways to build on staff's confidence and skills in modeling how to be a thinker by posing carefully framed open-ended questions during activities to challenge children's creativity and critical thinking.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Detailed information is gathered from parents about the children during the settling-in process. Through discussions with their parents, the children's key person assesses their starting points by completing a baseline assessment of their development across the areas of learning. Children's progress and development is observed and monitored very well with development records updated regularly. Their individual next steps are fully included in the planning of further activities. As a result, activities are matched to their needs and they make good progress in their learning and development. This also ensures that

children gain a good range of skills in readiness for school. This is particularly beneficial for those children who have identified special educational needs and/or disabilities or English as an additional language. Staff show a strong level of commitment to narrowing the gap for these children and ensure they progress well given their starting points and capabilities. This is achieved through the use of a picture exchange system or individual education plans when needed.

Parents are involved in their children's learning at all stages through daily conversations, regular assessments, the progress check for children at age two, and as children progress through the nursery. They also complete transition documents with their child's key person prior to children moving onto nursery school or other settings.

The staff team have a secure knowledge and understanding of observation, and assessment and the learning and development requirements of the Early Years Foundation Stage. As a result, there is a strong focus on following children's interests in their play to build on their knowledge, and experiences and extend their learning. Although, less experienced staff are sometimes hesitant and lack confidence in asking open-ended questions to challenge children's thinking to extend their learning. The staff readily acknowledge that the three prime areas lay the foundations for their future learning and link into the specific areas. Consequently, there is a strong focus on children acquiring and developing good communication and language skills and on their physical and personal, social and emotional development, particularly for those children aged under three years.

Children's use and understanding of mathematics is developing well. They show confidence in their use of number as they count on their fingers, sort and match objects, such as colours of bricks or different animals hidden in the shredded paper. During outdoor play, pre-school children build with large foam blocks and compare size, height and length and match the number of blocks to the numbers written in chalk. From this, children are able to lead and follow their interests by testing out their ideas, as they decide to make the foam blocks into a train. Children consider whether they are at the front or the back of the train which shows they are able to use positional language in the correct context.

The staff know their key children very well and have high expectations of what children can achieve. They successfully use the information from their observations of children's play to plan experiences and activities to meet children's individual developmental needs. Children are well supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers as they play together. For example, through role play they act out familiar scenarios and experiences, such as bathing and changing the dolls. Staff work at children's level at all times, giving good eye contact and lots of smiles and encouragement as they repeat the words they say, so that children hear them spoken clearly. This is particularly beneficial for the babies and the youngest children which means they are supported well with their emerging language.

The indoor learning environment is planned thoughtfully so there is space for children to move around freely, sit with their friends, observe their older siblings or explore and select activities of their choosing which interest them. For example, playing with interconnecting

bricks, musical instruments, or exploring the texture of shredded paper, or making marks in the sand.

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

Throughout the nursery, children are happy and very well settled due to the effective key person system and the settling-in process. Staff are very attentive to the children and are fully aware of their individual needs, which enables the formation of secure emotional attachments. For example, detailed information is gathered from the start about children's likes, dislikes interests and abilities and children stay for short periods with their parents. The time is gradually increased until children feel settled and secure. The nursery staff team are sensitive to the individual needs of children and their families and often younger siblings have the same key person as their older siblings. This helps parents to feel relaxed with the staff because they have already formed positive and trusting relationships with them. Children are well prepared for the next steps in learning. They are fully supported in transitions within the nursery. The nursery rooms are all open plan so that children can see children and staff in the adjacent areas. This means that they become familiar with their surroundings. All children have planned visits as they move to the next area. These are well coordinated by the key persons in each area. They spend time with children to build up the visits to ensure their transitions are smooth and that attachments can be made with their new key person. This open plan environment also means that children can see their older or younger siblings and join in other activities if they show an interest in them.

The environment in each of the children's areas provides a good range of age-appropriate toys, games and resources which are easily accessible to children to promote their learning. Younger children are supported very well by the staff as they take their first steps or refine their skills using small wooden climbing frames. All children benefit from direct access to the outdoor play area. Here they enjoy a wide range of activities, such as, sand and water play, riding wheeled toys, balancing on beams and digging and planting activities. However, there is scope for the outdoor area to be more attractive and appealing in order to ignite children's interests and offer even more challenge.

Safety within the provision is monitored very well. Children are unable to leave unattended and the secure entrance prevents people entering without the knowledge of the manager or staff. Regular emergency evacuation is practised with the children, which ensures they are familiar with the procedures and raises their awareness and understanding of how to stay safe. Children behave well due to the clear boundaries and gentle guidance provided by the staff, such as walking sensibly within the indoor environment, and 'good listening', during group activities.

Children's health and well-being is very well promoted. They receive a healthy diet which is well-balanced and nutritious. Food is freshly prepared on the premises by the cook and individual dietary needs are catered for. Meal times are social occasions as children and staff sit together. Older children show growing independence as they serve themselves and help themselves to cutlery. At tea time, children help themselves to a variety of foods

which enable them to make their own tortilla wraps. They show a growing interest in trying different foods and a good awareness of their own needs by managing their self-care skills well, such as portion control.

They receive lots of verbal praise for their achievements, which develops their self-confidence. Staff are vigilant and attentive to children's individual medical needs and secure systems ensure their health and well-being is well promoted. Drinking water is freely accessible which is constantly refreshed. Staff consistently remind children to drink more, particularly during hot weather to keep them hydrated. The staff wear disposable gloves as they apply sun cream to each child which means that the risk of cross infection or an allergic reaction to a cream other than their own, is minimised. Pre-school children carefully explain they 'smell nice because I have sun cream on my skin to protect it, because it is very hot out there.'

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

Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. For example, accidents and incidents are logged by staff as they occur and only the manager or deputy manager give medication to children. The manager has a well-developed knowledge and understanding of when to notify Ofsted in a timely manner of significant events which may have an impact on children's safety. Consequently, she demonstrates a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff also have a secure knowledge of child protection and the procedures which are in place to protect children in their care. The implementation of robust risk assessments, which are regularly monitored and updated, ensure children's continued safety. The setting has a rigorous approach to establishing whether adults are suitable to work with children. A checklist ensures that relevant checks are undertaken, such as the Disclosure and Barring Check. The nursery also rechecks staff's suitability on an annual basis. This means that staff have to disclose any health or personal issues which may affect their suitability to work with children. This open dialogue ensures that all staff are fully aware of their responsibility in maintaining a professional code of conduct.

The management team has a strong understanding of their role in monitoring and supporting staff and also the monitoring of the delivery of all aspects of the Statutory framework for the Early Years Foundation Stage. Regular focused monitoring of staff practice through observations, one-to-one meetings and appraisals, focus on their professional development and the delivery of the education programmes. Room leaders support trainees and staff by working alongside them, modeling good practice to develop their skills and knowledge in the delivery of the learning programmes. All staff are included in the self-evaluation process of the nursery which means they feel valued and supported. The manager has a strong vision for the future and targets for improvement are realistic and achievable. These include the introduction of peer observations by staff to build on the existing good practice and the development of the outdoor area. Recommendations at the last inspection have been implemented and have improved

children's access to hand writing materials and books. Ongoing monitoring of the education programmes means that the management team has a secure understanding of the progress of different groups of children in order to track any group falling behind their peers. This includes children in different age bands, boys and girls and children with special educational needs and/or disabilities or English as an additional language.

The nursery's engagement with parents is good. They are actively invited to contribute their ideas comments and observations if their child has a new interest or achievement. Their views are sought through regular questionnaires, focus groups and daily communication. Children are listened to and their ideas are acted upon through the children's committee. Management and staff have built up successful and professional partnerships with the local schools to ensure consistency in children's care and learning. Partnerships with other professionals are also effective, such as the pre-school special needs service and the on-site children's centre. This ensures appropriate support can be implemented; ensuring children's individual needs are well met. Parents comment positively about the professionalism of the staff team; their approachability, how they feel confident that their children are safe and well cared for, and the good quality of the support and advice given to them, especially during the settling-in period.

## 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

<b>Unique reference number</b>	EY375831
<b>Local authority</b>	Manchester
<b>Inspection number</b>	922672
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	0161 962 0733

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

