

Holyrood Nursery

35 Milnrow Road, Shaw, OLDHAM, OL2 8AP

Inspection date	04/10/2013
Previous inspection date	04/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff know their key children well. As a result, children are provided with activities that interest them.
- Children's confidence and self-esteem is good because staff readily praise children for their efforts.
- Children are engaged and learning because staff ensure they are available to support their learning and development at all times.
- Systems for self-evaluation and monitoring staff performance ensure that improvements are made which promote children's welfare and learning.

It is not yet outstanding because

- Sometimes activities provided do not always extend children's interest and very good development towards excellence.

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 children in all four rooms of the nursery.
- The inspector spoke with the nursery manager and area manager at appropriate times throughout the day.
- The inspector took account of the views of two parents on the day.
- The inspector looked at a range of documents, including children's files and the setting's policies and procedures, which included the safeguarding policy and the behaviour management policy.

Inspector

Mary Chekired

Full Report

Information about the setting

Holyrood Nursery was 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 17 members of childcare staff plus a nursery manager and deputy manager. Of these, all members of staff hold appropriate early years qualifications at level 3 or above.

The nursery is open Monday to Friday all year round except bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 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 further improve the quality of the early years provision the provider should:

- enhance staff's awareness of providing activities which provide the maximum interest and always move children's learning forwards towards excellence.

Inspection judgements

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

Staff foster good relationships with parents from the start by gathering children's starting points. For example, children's daily routines and the activities they enjoy. As a result, children are provided with activities that are familiar to them. Previously, parents received a daily diary, which was completed by each child's key person. The management team have introduced a new online system, which allows parents to log into their child's development files via a unique number. Details, such as what they have eaten or activities they have enjoyed, are recorded as well as any difficulties they may have had that day. Consequently, parents are kept well informed of their child's day at nursery. Staff provide regular parents' evenings where parents are encouraged to meet their child's key person and look at their child's development files. As a result, parents are encouraged to be fully involved in their child's learning, which enables them to support their child's learning at home.

Since their last inspection, the nursery has worked hard to put an effective observation and assessment system in place. Regular observations are undertaken, which include children's next steps for learning. As a result, children are provided with activities, which challenge and extend their learning. Staff have a good knowledge of the prime areas of learning, which means that activities provided for children, mostly, support them to achieve their learning targets within these areas. For example, babies happily splash in the water, while listening and dancing to music, therefore, developing an awareness of movement. However, some activities do not always promote the maximum interest; this means children's very good learning is not progressed as well as possible. Staff throughout the nursery meet children's physical needs when it is raining by providing them with music, dance and instruments. As a result, children are developing an awareness of their movements, which supports their physical development.

Staff provide opportunities for all children to touch and feel different textures, such as jelly, shaving foam and peaches. Photos show children sat in water, playing with corn flour and water and investigating paint with their bodies. As a result, children are developing their senses through texture colour and space.

All the rooms throughout the nursery are equipped with tools, which provide children with the opportunity for them to make marks, for example, pencils, pens, and paint. Children in the pre-school room are encouraged to write shopping lists as staff support their learning by giving them pads of paper to write on. This means staff are encouraging children to make marks for a purpose. Staff throughout the nursery provide many opportunities for children to sit and read books independently because staff deploy themselves well in the book areas. Children in the pre-school room sit with interest while staff read a story because staff involve them in imitating noises of animals and encourage them to stand to pretend they are animals. As a result, children are actively involved in stories, which means that they are developing an interest in literacy.

Throughout the nursery, staff deploy themselves and supervise children effectively, which means that they are on hand to extend children's language skills. For example, children playing with bubbles in the water are asked effective questions, such as 'where has it gone' and 'what do we need to make more bubbles'? As a result, staff are developing children's critical thinking skills as well as their language and communication. Staff with the younger children effectively develop their language and communication by repeating back what they say in the correct manner. For example, children say 'paint', the staff respond by asking 'would you like more paint'? As a result, children are extending their vocabulary.

Staff provide children with many opportunities to learn mathematical concepts. For example, children in the pre-school room sit with staff and play a colour matching game. Children in the toddler room enjoy watching staff make large and small bubbles for them to pop. As a result, staff are supporting children in developing their awareness of size, shape and colour. Children in the toddler room were observed counting the legs of a spider and staff were observed supporting a child's interest in stacking shape stamps while painting. Consequently, staff are providing children with good practical opportunities to learn mathematical concepts, such as balance, size and numbers.

Staff in the toddler room show that they know each child well, for example, staff explain that some children's learning takes place around paint as they know that is what they enjoy. One child was observed using a roller to cover their arms in paint. Staff supported the child's interest well by allowing the child to use a roller to paint her hand. As a result, the child's interest was supported and extended well. Staff in the toddler room support children to relax in the cosy area when they feel tired. As a result, children's emotional needs are met by staff who are vigilant to children's needs. Staff throughout the nursery provide children with a warm and caring environment. Children sit with staff in the role play area and pretend to cook food and feed it to the staff. Children choose a friend to sit with at lunchtime, therefore, developing friendships and staff encourage children to take turns and share toys. As a result, children are building close relationships with all staff members and are learning to play cooperatively with their peers.

Staff support children to develop important skills, such as, serving themselves at dinner, toileting independently, washing their hands and hanging their own coats up. As a result, children are developing the necessary self-help skills in preparation for school. Staff in the pre-school room provide children with books to take home, encouraging parents to read with them at home, which helps to develop their literacy and reading skills. Staff teach the children phonics using a sound board, which develops their awareness of letter sounds. Staff provide children with shirts and ties in the role play area, developing their self-help skills in preparation for the transition to school.

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

Children in the baby room show a clear attachment to their key person as they crawl onto their knees to be held. Children in the pre-school room show their attachment to staff as they sit on staff knees during story time. Children throughout the nursery confidently choose their own resources to play with, therefore, developing their independence. Staff can be seen sitting on the floor with the children, involving themselves in the children's activities. As a result, children's behaviour is excellent and children feel safe and secure because staff ensure they are engaged in interesting activities.

Children are provided with many opportunities to learn about personal hygiene and healthy eating. For example, children learn to wash their hands and face before lunch as staff provide them with cloths to use. Children in the pre-school room confidently tell staff that they need the toilet. Staff support them in toileting unaided, helping to develop children's independence and self-help skills. Children choose a friend to sit next to at lunchtime. Staff sit with the children and support them to use their cutlery correctly. As a result, children are learning the necessary self-help skills to eat independently. All children throughout the nursery have access to drinking water and fruit. Children were observed helping themselves to apples from the fruit bowls, as a result, children are developing an awareness of when they are hungry and healthy eating.

Children have access to the outdoors where they have regular fresh air and are provided with toys, such as bikes, a slide and a climbing frame. As a result, children are provided with opportunities which help to develop their large muscles. Children negotiate the slide and climbing frame well and learn to manoeuvre around their peers when riding bikes. As

a result, children learn how to play safely. Staff encourage children to identify their own risks. For example children in the rooms upstairs walk safely down the stairs to lunch as staff remind them to walk carefully and hold onto the banister.

Parents who have children with special educational needs and/or disabilities are supported well. For example, the special educational needs coordinator seeks permission from parents to observe their child, which helps in identifying children's needs. The coordinator liaises with parents on a regular basis to ensure that the children's individual needs are being met. Staff, in partnership with parents, record children's achievements and development needs on an individual education plan, which sets out how staff will support their child's learning needs. As a result, good partnerships with parents are forged. The nursery has good links with outside agencies, such as health visitors, social services and the local authorities early years team. As a result, staff are supported well to meet the individual needs of children.

Children's transitions to other rooms are supported well as each child's key person accompanies them to help settling them in. Staff, in partnership with parents, discuss when they feel a child is ready to move up into the next room. As a result, children settle well into the rooms. Staff in the pre-school room complete an observation summary, which goes with them to school, ensuring that the teachers are made aware of children with special educational needs and/or disabilities or care needs. Staff invite teachers in from local schools to meet with the children and watch them play. As a result, children are familiar with their teacher before they start school.

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

Staff have met the recommendations from the last inspection and now there is a new manager in post. The management team support all staff by role modelling good behaviour and mentoring them. The management team carry out peer observations and regular appraisals and supervisions on staff. They also support staff to carry out peer on peer observations. As a result, staff strengths are celebrated, while any areas for development are supported by training. Staff have access to in-house training, as a result of which their knowledge is developed and they are kept up-to-date with current thinking. An example of a recent successful training session was around planning, assessment and observations of children. As a result, the nursery now has a robust system in place, which ensures children's needs are identified, planned for and met through daily planning. The new manager has an excellent overview of any gaps in children's learning. Every three months, the manager collates each key person's observations and inputs the information onto a spread sheet. As a result, the manager has a good overview of which groups of children need additional support.

The nursery has good links with parents and services within the local community. For example, staff invite local emergency services to visit the children. A parent spoken to on the day stated that, as they were a fire fighter, staff had asked if a fire engine could be brought in for the children to see. Children enjoyed the opportunity to go inside a fire engine and, as a result, parents become involved and the nursery is building good links

with the local community. The management team and staff provide parents with a range of methods to communicate with them. For example, monthly newsletters are given to parents, staff arrange parents' evenings and day trips for families, as well as Christmas concerts and sports days. As a result, parents feel that they are part of a setting that values them. The nursery has good links with outside agencies, such as dieticians, an inclusion officer and a children's centre teacher, who supports them weekly. Consequently, staff are supported in meeting the individual needs of the children well.

Each room within the setting has its own development plan, which encompasses the views of children and parents. This information then feeds into the nursery's main development plan, which shows future plans, for example, a parents' forum. As a result, staff, children and parents work together to improve experiences for children. Staff views are regularly taken account of via questionnaires and team meetings. Parents are also encouraged to complete questionnaires and use the suggestion box, which is available in the hallway. Children's views are similarly taken account of via questionnaires, which ensures that children's opinions matter.

All staff questioned on the day, including staff on apprenticeships, have a good knowledge of the signs and symptom of abuse. All staff are aware of the procedure to follow should they have a concern about a child, ensuring that safeguarding is given the highest priority. Entry into the setting is safeguarded as visitors and parents have to use the secure entry system. Staff in each room evaluate accidents that have occurred that week. As a result, staff are aware of any hazards, which they act upon by completing or updating their risk assessments. The management team ensures there is a robust recruitment procedure in place for all new staff. Staff are asked to sign a disclosure confirming that no changes have taken place within their personal lives, which ensures that they continue to be suitable to work with children.

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	937895
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	80
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	04/07/2013
Telephone number	01706 847711

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Type of provision

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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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