

# Holyrood Nursery

35 Milnrow Road, Shaw, OLDHAM, OL2 8AP

<b>Inspection date</b>	20/12/2013
Previous inspection date	04/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are skilled and knowledgeable and support children's learning effectively. They understand how children learn best and provide them with a wide range of good quality resources. Consequently, children make consistently good progress in relation to their starting points.
- The well-embedded key person system helps babies and children to form secure, emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to protect children and keep them safe.
- Systems for self-evaluation are rigorous and areas for development are consistently targeted, so that the nursery continues to improve learning outcomes for all children.

### It is not yet outstanding because

- The stimulating outdoor environment is not yet fully resourced with an extensive range of materials and open-ended resources to further enhance children's very good exploratory and investigation skills.
- On occasions, the management of toddlers and organisation of mealtimes is not used to maximum effect, in order to further enrich children's good social development.

## 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's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full report

### Information about the setting

Holyrood Nursery was registered in 2008 on the Early Years Register. The nursery is part of the Bertram group and is one of 34 nurseries in the chain. The setting 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, three hold an early years qualification at level 4, 12 hold an early years qualification at level 3 and three hold an early years qualification at level 2. There is one member of staff who is unqualified.

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 89 children attending who are in the early years age group. The nursery receives funding for the provision of free early years 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:

- extend opportunities for children to enhance their good exploratory skills and further develop their strong sense of curiosity outdoors, for example, by providing an extensive range of materials and open-ended resources that can be used in different ways, such as, fabrics, cardboard boxes, clothes horses, pegs and blankets to make dens
  
- review the arrangements for the organisation of mealtimes, so that children are consistently provided with the space, time and opportunities to build on their existing good social skills.

## Inspection judgements

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

Babies and children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Teaching is rooted in a very secure knowledge of the Statutory framework for the Early Years Foundation Stage and a comprehensive understanding of how children learn. Staff practice is good and in some instances, outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. The environment is

stimulating and challenging and well equipped with a wide range of interesting and good quality resources to promote children's natural curiosity and develop their exploratory skills. For example, babies and young children use their senses to explore different textured objects and materials, such as, mirrors, shakers, paint and dough. They laugh, squeal and bounce up and down with delight and excitement as they delve into a tray filled with shaving foam and make marks in it with their fingers. Older children have an abundance of opportunities to develop their creativity as they make collages with feathers, glitter, sequins and foam. Consequently, children access a broad and balanced curriculum that covers all areas of learning. However, as yet, the interesting and exciting outdoor area is less well resourced to provide children with even more opportunities to further enhance their very good exploratory and investigation skills.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to share and take turns and cooperate with each other as they play. They demonstrate their learning as they play harmoniously together, collaborate with each other and swap resources. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, at circle times, children hold a bear when it is their turn to talk and the rest of the children listen carefully. The effective use of signs, symbols and puppets and props successfully support children with special educational needs and/or disabilities and those who have difficulties in this area of development. Staff successfully and intuitively tune into babies' attempts to communicate through facial expressions and gestures and repeat the sounds they use to enhance their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff. Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they hold out toys that excite them just beyond their reach. Older children develop large muscle control and coordination outdoors as they use large climbing equipment, explore hills and walk across bridges and ride an assortment of wheeled toys.

Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn and their preferred learning styles. They successfully support children and recognise that they learn through well-planned play in a rich and stimulating environment. The accurate and precise observations and assessments of children ensure that their needs are clearly identified and this information is used effectively to inform future planning. Consequently, any gaps in learning are quickly identified and appropriate interventions can be sought if necessary, to enable all children to achieve their full potential. Children's progress is tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. Children's learning journey records are documented on a computer tablet, are maintained to a good standard and contain a wide range of information, including photographs and detailed observations. The files are accessible to parents, so that they find out about their child's learning and progress at nursery and can also add comments about what their

children have been doing at home. These strong, close and effective partnerships with parents make a significant contribution to meeting children's individual needs. Staff value parents' input and share information about how they can help support their child's learning through engaging in simple activities at home.

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

Key persons are highly skilled and sensitive and support babies and children to form strong, secure emotional attachments, which provide a firm foundation to develop their personal, social and emotional skills. Children feel safe and secure and settle well on entry into the nursery because staff find out about their interests, likes and dislikes and care routines from parents. The sensitive, caring interaction between staff and children ensures that they form positive and trusting relationships. For example, babies are comforted and cuddled and demonstrate their contentment as they gaze at their key person when they are gently rocked to sleep. Staff ensure that children can make choices in their activities, but also very importantly provide a familiar routine, which successfully promotes their emotional security.

Staff use positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to their individual stage of development. Older children are encouraged to talk about their feelings and staff talk to children about how their actions affect others. They skilfully adopt distraction techniques, talk calmly to children and offer alternative resources and activities to successfully manage any minor disagreements. As a result, children's behaviour is consistently good. Staff teach children to keep safe as they show them how to use climbing equipment and tools appropriately, which effectively encourages them to learn to manage their own risks and be aware of their limitations. Children know that they walk indoors and tidy up resources, so that they do not fall. Consequently, children's understanding of safety is fully promoted and ensures that they can play and learn in a safe environment. Babies and children demonstrate high levels of independence and competently manage their own care needs. For example, babies feed themselves and toddlers put on and take off their aprons. Children sit and chat with staff at meal and snack times and are encouraged to interact with other children. However, on occasions, the management of toddlers at this time and organisation of the eating space is not used to maximum effect as an opportunity to ensure all children further enhance their social development.

Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are strong. Children's individual artwork is attractively displayed, which effectively promotes their self-esteem and sense of belonging. The arrangements for supporting children as they move from home to the nursery are carefully planned with parents from the point of entry. Staff gather information about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Staff work closely in partnership with parents to ascertain the best time for children to move rooms depending on their emotional needs

and stage of development. Consequently, children experience continuity and consistency of care and learning and quickly adapt to the new environment, key person and routines.

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

Staff have a good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by staff and implemented consistently. They have all attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. Furthermore, they are confident to implement the whistleblowing policy should they have a concern about inappropriate behaviour of a member of staff. An effective and detailed set of risk assessments and daily checks of the indoor and outdoor environment ensure that children can learn and play safely. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that practitioners are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. The vigilance of staff, consistent supervision of children and extensive security systems, such as keypad locks on doors ensure that children are consistently protected from harm. Visitors' identification is verified before entry into the nursery to ensure that children are kept safe. Accidents and injuries are meticulously recorded and policies and procedures are effectively implemented. Parents sign records on the day of the occurrence and are given copies of the actions taken by staff, which are also reported to the relevant external agencies. Staffs' ongoing suitability and quality of teaching is monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and increase staff skills.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. She is relatively new in post and together with the senior management team has worked incredibly hard to make improvements to the nursery that will benefit all children. The manager has high aspirations for the nursery and this is echoed by staff who are passionate, enthusiastic and committed to their roles as early years practitioners. The manager uses her extensive knowledge and skills to lead the staff team and continually enhance the already good practice. Through robust support systems, such as role modelling, mentoring and coaching, staff are expertly guided to improve their skills and practice. The self-evaluation system is well documented, action plans are in place and areas for development are clearly prioritised. Staff constantly evaluate their practice and the environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children. Staff talk to children to gather their thoughts and ideas about the nursery and seek parents' views from written questionnaires. In addition, the manager receives valuable guidance and support to help identify areas for development from the Company Director and Area Manager. As a result, the nursery continues to improve learning outcomes for children and the service it provides.

Staff fully understand that working closely with parents has a significant impact on

children's learning and development. Partnerships with parents are very strong. Children's learning journey records are shared with them and each time their child is observed and their file updated, they are informed by email. Parents also access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet-and-greet open door policy. Systems for effective working with other early years providers, such as local schools and nurseries, are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports them with the transition to school. Parents are highly complimentary about the nursery and the care and education their children receive. They state that the staff are 'approachable and friendly' and 'children thoroughly enjoy their time at the nursery'. They say that children are 'safe and secure' and have 'made a lot of progress in their learning and development'.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY372043
<b>Local authority</b>	Oldham
<b>Inspection number</b>	945586
<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>	83
<b>Number of children on roll</b>	89
<b>Name of provider</b>	Happitots Day Nurseries Limited
<b>Date of previous inspection</b>	04/10/2013
<b>Telephone number</b>	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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