

Holyrood Nursery

212 Eccles Old Road, SALFORD, M6 8AL

Inspection date	27/02/2014
Previous inspection date	10/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
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 requires improvement

- Staff undertake observations of children as they play. They gain an understanding of children's likes and interests which broadly supports children learning. Children make satisfactory progress.
- The nursery has appointed a new manager who has been pro-active in identifying areas that require improvement. This shows a commitment to continued improvement.
- Staff have an appropriate understanding of safeguarding and risk assessment. As a result, risks to children are identified and minimised.
- Effective partnerships with parents and other professionals are in place. This facilitates information being consistently shared to support children's individual needs.

It is not yet good because

- Assessments and the consistent identification of children's next steps in learning are not yet embedded in practice. This means that planned activities do not always offer appropriate challenge.
- The educational programme requires further development, in order to offer consistent challenge throughout all areas of learning.
- Resources are not always used effectively to fully support children's learning.
- Current monitoring processes are not focussed on improving the quality of teaching.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff, the manager and area manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Holyrood Day Nursery was registered in 2008 and is on the Early Years Register. It operates from a three-storey, semi-detached Victorian property in Salford. It has nine playrooms based on the ground and first floor, which is accessible by a flight of stairs. It is owned by Bertram Nursery group. There is an enclosed outdoor play area at the rear of the building. The nursery employs 20 members of childcare staff. Of these, one holds Qualified Teacher Status, one holds an appropriate early years qualification at level 4, 13 hold a qualification at level 3, four hold a qualification at level 2 and one member of staff is unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending who are in the early years age group. The nursery provides funded early education for two-, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities so they make good progress
- improve the educational programme by providing challenging experiences for each area of learning and development to ensure children make good progress in all areas.

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

- enhance resources in the indoor and outdoor areas to further support children's learning and keep them engaged and motivated in play
- enhance management monitoring in order to further support staff practice and focus on improving the quality of teaching.

Inspection judgements

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and plan activities which are based on children's interests. Educational programmes cover the seven areas of learning and as a result, children satisfactorily gain the necessary skills in readiness for school. However, at times the educational programme can lack challenge for children. For example, young children use pre-printed worksheets which do not offer age-appropriate challenge. Regular observations of children as they play are undertaken, which allows staff to become aware of children's likes and dislikes. However, assessment and tracking of children's progress does not consistently identify targeted next steps for children. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. For example, children take part in an art activity that involves sticking squares of tissue onto a piece of paper. The squares are already pre-cut by staff and staff have already written children's names at the top of each piece of paper. This means that the activity is very repetitive for children and does not offer opportunities for independence, early mark making and emerging literacy skills. Therefore, at times, learning experiences can lack consistent challenge and are not always precisely matched to children's individual learning needs. As a result, children make satisfactory, rather than good progress.

Learning and teaching is variable across the different rooms in the nursery and is therefore satisfactory. Children initiate their own play and access resources independently. For example, children use different puppets as a member of staff reads a familiar story. Staff support children through role modelling resources, joining in with play and supporting early language skills. For example, children use different animal puppets and are prompted by staff to identify the different animals and the corresponding sound that they make. However, activities for younger children can lack challenge and are not always suited to children's developmental stage. Children in the pre-school room are well supported by a member of staff who holds Qualified Teacher Status. Children are challenged through targeted sessions which support children's phonic knowledge. A range of challenging questions are posed to children which support children's critical thinking and problem solving skills. Children in the pre-school room are enthusiastic and motivated learners and teaching is effective. However, as the quality of learning and teaching is not consistent, the impact of teaching on children's progress is satisfactory rather than good. Children who speak English as an additional language are supported through staff liaising with parents to learn keywords in a child's home language and supportive resources, such as visual timetables. Children who have a special educational need are supported through a designated special educational needs coordinator, access to a range of multi-professionals offering targeted support, and partnership working with parents. In addition, staff write individual education plans which support children's developmental needs.

Staff have secure partnerships with parents and value parents' contributions to the nursery provision. Parents are invited to be part of the assessment process through undertaking baseline assessments, the progress check at age two, attending parents' evenings and contributing to children's development files by undertaking observations at home. Children are supported with continued learning in the home through lending book bags. In addition, parents are invited into the nursery to read stories to children in a range of home languages. Communication methods are efficiently supported through newsletters, a website, communication books for babies, parent questionnaires and daily verbal feedback. Parents are complimentary about the nursery. For example, they

comment, 'Staff are lovely; they tell me what my child has been doing every day. This is a lovely nursery' and 'The care my children receive is great'.

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

An effective key person system supports children's care needs. There is a gradual admission process in place which allows children and parents to build warm relationships with staff. Staff are caring towards children and discuss children's interests and individual needs with parents as they work together to develop baseline assessments. Staff are positive role models and interact with children at their level. For example, staff use hoops in the outdoor area and engage in play with children, identifying different colours as they play. Children's emotional well-being is supported and staff quickly attend to children if they become unsettled. Positive behaviour is encouraged through staff being positive role models, an appointed behaviour officer, staff praising children and working in partnership with parents to offer a consistent approach.

Staff are fully aware of the importance of risk management. Daily safety sweeps are undertaken in each of the rooms to identify and minimise risks to children. The manager monitors areas that need addressing on a weekly basis and ensures that appropriate maintenance is carried out. In addition, risk assessments are carried out before children use the outdoor area. For example, staff ensure that outside gates are locked, sand in the sand tray has been sifted and that play equipment is appropriately monitored as children explore the outdoors. Staff follow procedures which support safety. For example, a visitors book is in use, staff open the door individually to all parents and there is a secure password system in place should an unknown adult arrive to collect a child. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children are encouraged to self-select resources, put boots on for outdoor play and use the bathroom independently. Children freely access resources throughout the nursery to initiate play and develop their interests.

Children learn about healthy lifestyles through daily access to the outdoor area; they enjoy outdoor play and are eager to follow their interests. For example, children find a worm and are supported by staff to think of different ways of encouraging worms to the surface. Resources in the outdoor area are not as plentiful. For example, mark making equipment is not present and there is not a wide variety of resources for children to access. In addition, children do have the opportunity to take walks in the local environment. For example, children visit the post office to post a letter. The nursery has links with the local community and children visit the local church to take part in events, such as the Christmas Carol concert. This supports children's understanding of the wider world. A healthy menu is provided. There is a designated cook at the nursery who prepares freshly made meals on the premises. Menus are changed regularly and the nursery has just been awarded a healthy eating accreditation by the local authority. Children are supported at times of transition. The nursery invites teachers from local schools to observe children as they play, attend transition meetings and complete transition documents. This means that information about children and their needs is effectively shared between carers.

Consequently, children are prepared for change and readiness for school.

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

Staff have a secure knowledge of safeguarding procedures. Staff are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Regular safeguarding training is undertaken by all staff. Staff supervise children well, consequently children are suitably protected. For example, the nursery keeps thorough records of attendance and accidents. These records are monitored by the manager to identify areas where continual accidents are occurring in the environment. This helps staff to further protect children and promote their welfare. The management are well aware of their responsibilities in ensuring children's safety and have robust documentation and procedures to report concerns to appropriate authorities. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken before staff take up a new post, references are gained prior to any new staff starting at the nursery and induction processes are in place. Staff are further supported through regular appraisals and supervisions.

Staff have a satisfactory knowledge of how to support children in their learning and development. Staff role model how to use resources, play with children at their level, provide a running commentary and follow children's interests. There is a new manager in place who has identified that the monitoring of practice and children's developmental files need addressing further. This will support children's assessment and identify gaps in children's learning. At the moment, monitoring does not consistently focus on improving the quality of teaching. The new manager has a clear vision of how to address this area, which includes peer mentoring and role modelling sessions to staff in order to share good practice. Staff attend regular staff meetings and managers attend management meetings with staff from other nurseries in the group. This allows good practice to be discussed and disseminated. Staff training needs are discussed at supervisions and appraisals. A training audit is in place which ensures that mandatory training, such as safeguarding and first aid, is appropriately updated. Teaching practice is generally sound and children make satisfactory progress in their learning and development. This is because planned activities do not always present challenge and the inconsistent tracking of children's achievements means that opportunities do not maximise children's learning.

Self-evaluative practice is evident in the nursery. The new manager has identified areas of improvement through developing action plans and involving parents through using questionnaires. The views of parents are welcomed by the manager. For example, the names of rooms have recently been changed as a parent queried the significance of having rooms named after different colours. All room names have now been changed to identify the age of children being cared for. For example, the baby room. The manager has identified areas she would like to develop. These include introducing communication friendly spaces, building a mud kitchen in the outdoor area and developing a parent focus group. Overall, this shows that the staff are committed to improving practice. Partnership

working is in place and staff work well with other professionals. For example, staff liaise with health professionals to support children's special educational needs, school teachers to support transition and staff from other nurseries in network meetings.

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

Unique reference number	EY370884
Local authority	Salford
Inspection number	951324
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	79
Number of children on roll	102
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	10/05/2012
Telephone number	0161 707 7731

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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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Piccadilly Gate
Store St
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