

Holyrood Nursery

Holyrood Nursery, 1 Gaskell Road, ALTRINCHAM, Cheshire, WA14 1JF



Inspection date

2 April 2015

Previous inspection date

3 November 2008

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable between staff members. Some staff do not use ongoing assessments effectively to plan the next steps in children's learning. Parents do not always receive accurate information regarding their child's learning and development, in order to effectively support their learning at home.
- Best use is not always made of space and resources to support children's learning.
- Staff do not always offer children clear and consistent messages regarding their unwanted behaviour, in order for them to learn the behaviour expectations of the nursery.
- Ways of checking the performance of staff and what needs improving, do not have a sufficient focus on the quality of teaching and learning.

It has the following strengths

- Staff have a good awareness of the possible indicators of abuse and they know what to do if they have any concerns regarding the welfare of a child.
- The special educational needs coordinator works alongside parents and professionals to support children identified with special educational needs and/or disabilities.
- The Early Years Professional plans challenging and fun activities to support children's mathematical development and some staff ensure story time is fun and interactive.

What the setting needs to do to improve further

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

- ensure that parents contribute to children's starting points and receive accurate and up-to-date information regarding their child's progress, in order for them to guide their learning at home
- ensure that the space and resources are organised in ways that meets the needs of all children, for example, by making sure they have space to engage in imaginative play and improving the learning opportunities outdoors
- ensure that the age and stage of development of each child is taken into account when planning challenging activities, to extend children's learning.

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

- improve children's understanding of the behaviour expectations of the nursery, for example, by making sure they receive clear and consistent messages regarding any unwanted behaviour
- improve ways of raising the performance of staff by including a sharper focus on the quality of teaching in supervisions
- improve the ways of evaluating the quality of service provided for children by including a sufficient focus on teaching and learning within self-evaluation.

Inspection activities

- The inspector observed the activities and experiences offered to children, both inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Karen McWilliam

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable between staff. While some staff skilfully interact with children, challenging and extending their learning, others do not. For example, some staff merely supervise children. Overall, the experiences provided for children cover all areas of learning. However, there are inconsistencies in staff's understanding of how to obtain children's starting points and monitor their ongoing progress. This means that the planning is not always sharply focussed on the next steps in children's learning. Furthermore, some parents do not consistently receive accurate and up-to-date information, in order to fully support their child's learning at home. As a result, children do not make good progress. However, nearly all children are within the typical range of development for their age. Therefore, children suitably acquire the skills and confidence needed for school.

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

Children are confident and have formed good relationships with staff and their friends. New children settle quickly when comforted by their key person. Overall, children suitably learn to share toys, follow instructions and generally behave. However, occasional lapses where staff do not give clear messages regarding unwanted behaviour means that sometimes children do not learn why some behaviours are inappropriate. Children have daily opportunities to be physically active outdoors. However, best use is not always made of spaces and resources. For example, boys sometimes do not have sufficient space to engage in small world activities and resources are not always used to best effect to support learning outdoors. Children take part in some healthy practices, such as hand washing routines and staff sit with children during mealtimes and discuss the benefits of healthy eating. Children's independence is fostered well by staff. For example, children serve their own meals and put their own shoes on. Children learn to keep themselves safe. For example, they carefully walk down the stairs.

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

The management of the nursery have an adequate understanding of the legal requirements of the Early Years Foundation Stage. Recruitment procedures are robust and the manager monitors the ongoing suitability of staff. Therefore, staff are suitable to work alongside children and procedures ensure they continue to be so. The manager completes regular supervisions with staff. However, she does not effectively check their practice. Consequently, supervisions are not sufficiently focussed on the quality of teaching, in order to shape training priorities. Therefore, although, most staff have relevant childcare qualifications, this has an adequate, not good, impact on children's learning and development. Systems to identify what is working well and what needs improving are not sharply focussed on raising the quality of teaching and learning or the learning environment. Staff show a suitable understanding of the importance of liaising with teachers when the time comes for children to move onto school.

Setting details

Unique reference number	EY370869
Local authority	Trafford
Inspection number	910312
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	76
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	3 November 2008
Telephone number	0161 941 7731

Holyrood Nursery was registered in 2008. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at levels 2 and 3, including one member of staff with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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