

Holyrood Nursery

Holyrood Nursery @ Haydock Childrens Centre, 12 Wagon Lane, Haydock, ST.
HELENS, Merseyside, WA11 0HY



Inspection date	20 May 2015
Previous inspection date	29 April 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Good teaching helps all children, including those with additional needs, to make good progress and prepares them well for the next stage in their learning and for school.
- The pre-school room leader discusses children's assessment records with the Nursery class teacher of the nearby Legh Vale school to help children to settle into school quickly.
- Staff use information from parents well to meet children's care needs and to nurture their well-being, and to plan activities which build on their skills and interests.
- The manager uses her good understanding of the Early Years Foundation Stage requirements to protect children and to check that staff support their learning and development well. She regularly checks her staff's teaching. She tests their understanding of what to do if they have concerns about children's safety and well-being or concerns about adults in the setting. This helps keep children safe.
- The manager involves parents, children and the local authority in finding out the nursery's main strengths and weaknesses and to set the right improvement targets.

It is not yet outstanding because:

- Although the manager ensures all staff have good safeguarding knowledge, many of the team have not updated their accredited safeguarding training in recent years.
- Some staff do not set children a good enough example in the way they speak. Children do not get enough opportunities to develop and improve their climbing skills. Some displays are of limited use to children or adults because the text is too small to read, and does not use capital letters correctly.

What the setting needs to do to improve further

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

- ensure that all staff receive updated accredited training on safeguarding to ensure that they have the latest guidance and information about how to protect children and keep them safe
- ensure that all staff model accurate speech in order to encourage children's communication and use of language, and provide more opportunities for children to develop and extend their climbing skills
- make displays more useful by reducing the amount of text, making the text easier to read, and by using capital letters correctly.

Inspection activities

- The inspector observed children's play and learning in all age groups, both indoors and in the outside play areas.
- The inspector spoke to the parents, children, manager, deputy and area manager.
- The inspector carried out a joint observation with the nursery manager.
- The inspector sampled children's assessment records, learning journals and the setting's written documentation.

Inspector

Linda McLarty

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The manager regularly checks and analyses the staff's assessments of children. Consequently she knows when any children need additional help with specific aspects of the areas of learning. As a result of her feedback to staff, they now provide more outdoor opportunities to help boys develop language and mathematical skills. All children make good progress, including those with special educational needs or disabilities, and children with English as an additional language. Older children visit the Legh Vale Nursery class, to meet the teacher and join in the Nursery class outdoor play sessions. Good information sharing with the Nursery teacher helps to ensure that assessment is accurate. It also helps the Nursery teacher to understand and build on children's existing skills when they enter school. The pre-school supervisor is working hard to build similar links with other schools in the area. Babies and toddlers learn about texture, colour and shapes as they paint or use play dough. They skilfully use tools like painting balls, rollers and pastry cutters, which supports their emerging writing skills. Children get sufficient time to become deeply engrossed in activities. They learn simple mathematics when filling containers with cornflakes, learning words like 'full' 'half-full' and 'empty'. Even the youngest children learn early science when planting flowers, or when mixing water and soil to make mud pies. Older children use technology in interesting computer games which help them match shapes, sizes and colours. The quality of displays varies, with some containing too much small text to read easily, and poor use of capital letters. This reduces their usefulness.

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

Children respond well to staff's patient, gentle reminders about safety and behaviour. Children develop confidence, self-esteem and good behaviour through a wide range of interesting activities with staff who clearly relish teaching them. Parents confirm that children confidently share their ideas about how the nursery could be improved via the 'pre-school council'. Children independently serve themselves nutritious food. They learn that daily exercise, fresh air and washing hands helps them to stay healthy. However, the lack of sufficiently challenging climbing equipment limits how well children develop and extend their climbing skills. Parents report very good settling-in procedures and good two-way sharing of information, which supports children's learning at home and in the nursery.

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

The manager regularly checks the quality of teaching and gives useful, accurate feedback to help staff improve further. She holds termly supervision sessions with staff, and holds them to account for the progress of the children in their key person groups. She frequently checks their safeguarding knowledge and delivers safeguarding training in-house. The team has a good blend of qualifications, training and expertise, which supports children's care, learning and development well in all of the age ranges. Staff share assessment information well with parents, including the progress checks for two-year-olds. Staff work well with external agencies to give children a good start in life.

Setting details

Unique reference number	EY401572
Local authority	St. Helens
Inspection number	1014594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	87
Number of children on roll	87
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	29 April 2010
Telephone number	01744 678056

Holyrood Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 19 nurseries owned and managed by the provider, the Bertram Group, which has taken over Happitots Day Nursery Ltd. The nursery operates from the site of the old Haydock Children's Centre, Haydock, and also has a room in the adjacent Legh Vale Primary School which is used for part of the out of school care. The nursery operates from 7.45am to 6pm each weekday all year round. The out-of-school provision operates each week day during term time from 7.45am to 9am and from 3pm to 6pm. The holiday club operates during holiday periods from 7.45am to 6pm. The setting provides funded nursery education for two, three and four-year-olds. The setting employs 18 staff, 17 of whom work with the children. Of these 10 hold early years qualifications to at least a level 3. Two of these staff have Early Years degrees. One member of staff holds a level 4 qualification, and one member of staff holds a level 5 qualification. Three members of staff are working towards a qualification. Four of the staff working in the nursery and out of school club also have level 2 teaching assistant qualifications.

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