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Holyrood Day Nursery  
Princes Dock  
Liverpool  
L3 1DL

Our Reference EY424052

Dear Happitots Day Nurseries Limited

### **Monitoring for provision judged as inadequate**

An Ofsted inspector, Elizabeth Grocott, monitored your provision on 16/06/2015 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 05/05/2015, we sent you a welfare requirements notice. If you were set actions at the inspection, or as a result of our subsequent monitoring or investigations, these are included at the end of this letter.

The welfare requirements notice required you to comply with the Statutory Framework for the Early Years Foundation Stage under the following requirements; Suitable people, Staff qualifications, training, support and skills and Key person. The steps you were required to take were detailed in full in the notice sent to you on 19 May 2015. You were also sent notices to improve in relation to; Staff qualifications, training, support and skills, Educational programmes and Assessment. These were detailed in full in the letter sent to you on 17 May 2015. The welfare requirement notices were monitored successfully on 1 June 2015 when the setting was found to be meeting the requirements.

I monitored the notices to improve at the nursery on 16 June 2015. During the visit I enquired whether your local authority quality improvement officer was available to join us, but this was not possible. I did however; meet with your own early years advisor who outlined the work she and Ursula Krystek-Walton have been undertaking with staff. Furthermore, your general manager and manager outlined the one visit they have had from the local authority quality improvement officer, since the inspection.

During the visit the general manager, manager and I discussed the steps that had been taken to address the issues raised previously. There has been improvement since the inspection. All staff have received one-to-one supervision sessions and are now more focused on their work. Their training needs have been identified and some

training has already been organised. The organisations' own early years advisors have been working alongside practitioners, offering coaching and modelling good practice. Staff are thinking more about the language they use when talking to children to encourage an appropriate response. Staff rotas have been reorganised in order to improve the availability of key persons for parents, and provide consistency for children at the beginning and end of the day.

New resources have been purchased and the rooms have also been reorganised. The staff team have become more stable with a reduction in sickness absence and some new staff have been appointed. This has resulted in the continuity of care for children being improved and notably, children are more settled. The manager and general manager have used the local authority Early Years Quality Indicator document to reflect on what the setting has achieved and what their focus should be for the future. They are now using this plan for improvement.

The observation, assessment and planning process has been revised with a newly implemented system. Although in its infancy, staff are positive about the changes being implemented and the reduced paperwork involved. They report that their teams are working more cohesively and room leaders are taking responsibility for overseeing planning. It is too early yet to comment on how successful the new system will be however, staff appear to understand the new simplified system better. Progress checks for children aged two-to-three years have now been undertaken by their key persons. However, these vary in accuracy and quality depending on which members of staff have carried them out. Not all give a clear picture of the child's progress, with some only repeating phrases from Early Years Outcomes. This means they are not necessarily accurate in assessing where children may need additional support.

Having considered all the evidence, the inspector is of the opinion that the setting has not taken prompt and effective action to address the points for improvement.

### **Next steps**

The next step will be further monitoring.

If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson  
National Director, Early Education

## Actions

Action	Due date	Closed date
put effective systems in place to ensure that any person caring for children is suitable to work with children (compulsory part of the Childcare Register)	21/05/2015	01/06/2015
provide any training which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register)	21/05/2015	01/06/2015
ensure that childcare is accessible and inclusive by not treating any child less favourably than another child, because of the child's home language (compulsory part of the Childcare Register).	21/05/2015	01/06/2015
improve the leadership of the nursery by identifying what the nursery does well and planning what the key areas for improvement are, in order to ensure that all children are well cared for and make sufficient progress in their learning and development	02/06/2015	16/06/2015
improve the quality of teaching across the nursery by using questions that encourage children to think about, create and answer in different ways that are appropriate to their ages and stages of development	02/06/2015	16/06/2015
improve children's learning and development by making regular and accurate observations and assessments, and include parents and carers in this process; make sure that records are available to those who have a right or professional need to see them	02/06/2015	16/06/2015
undertake a progress check for all children aged two to three years, in order to identify what they do well and where	02/06/2015	16/06/2015

their progress requires support, and provide parents with a short written report of their progress.

continue to develop staff skills in assessing children's learning and development; by making regular and accurate observations and assessments and include parents and/or carers in the process 16/07/2015

ensure that progress checks for all children aged two to three years are accurate; identifying what they do well and where their progress requires support and provide parents and/or carers with a short written report. 16/07/2015