

Holyrood Nursery

212 Eccles Old Road, Salford, M6 8AL



Inspection date	14 September 2015
Previous inspection date	27 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since the last inspection, the manager has successfully improved how well the staff team meet the legal requirements. Sharing her high expectations has improved the quality of teaching, learning and assessment. Staff now assess children much more accurately and use the information to plan a broad range of activities which prepare children well for the next stage in their learning and for school.
- All children, including those with special educational needs or disabilities, and children with English as an additional language, make good progress and are keen to learn.
- Children copy the staff's good example of kind, polite behaviour. Children are confident and secure and are developing independence skills which supports their learning well.
- Staff work well with parents, external professionals and the nearby schools to share information which helps to ensure that children receive continuity in their care and learning. This supports them well as they settle into nursery and move between different groups in the nursery and then later, as they move into school.

It is not yet outstanding because:

- Occasionally activities are not well-organised. Sometimes staff ask closed questions which do not encourage children to think, or give them enough time to answer before answering for them.
- The quality of feedback given to staff following the manager's regular observation and monitoring of staff's teaching does not always pinpoint precisely what would most help staff to improve their teaching and consequently children's learning.

What the setting needs to do to improve further

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

- continue to develop the quality of teaching by improving feedback following the observation and monitoring of staff practice, so that staff receive the advice they need to improve their practice, for example, their questioning skills
- ensure that all necessary equipment needed to support activities is in place to minimise disruption to children's learning.

Inspection activities

- The inspectors observed activities both in the nursery building and in the garden and talked to parents, staff and children at appropriate times.
- The lead inspector carried out three joint observations with the manager.
- The inspectors looked at children's assessment records, tracking documents and a sample of planning documents. They also sampled a range of other documentation such as the policies and procedures to support safeguarding.
- The inspectors checked records providing evidence of staff's qualifications and suitability to work with children.
- The inspectors took account of the views of parents and of the quality assurance officers from the local authority who had visited the setting. They also took account of the nursery's on-line self-evaluation form.

Inspector

Linda McLarty Kathryn Gethin

Inspection findings

Effectiveness of the leadership and management is good

The manager supports staff through feedback following observations and in termly supervision sessions. This identifies when staff need further training or support and children benefit from the improvements arising from this. However, some group activities are still not well-organised, despite management feedback. For example an activity involving finding jelly worms buried in a fruit mousse was disrupted because children could not easily clean their hands during the activity. Very occasionally the manager's feedback lacks challenge, for example about some staff's use of questions to extend children's thinking and communication skills. The manager and leaders check that those children at risk of falling behind are given the extra support needed. This is helping to close gaps in achievement between children. The views of parents and children are taken into account in the manager's robust evaluation of the setting and in her plans to improve. Safeguarding is effective. Attendance is monitored carefully and staff know the families well, so that they can identify when they may need additional support.

Quality of teaching, learning and assessment is good

Staff apply their knowledge from their qualifications and training to help children in all age groups to make good progress, irrespective of their starting points. Information from assessments is used to plan activities which build on children's interests and needs. Older children independently select tools such as magnifying glasses, torches and tweezers to help them find, identify and gather bugs in the garden. Babies and toddlers learn to count and name shapes while painting and using play dough. Older children use mathematical language and gestures to illustrate ideas such as 'under', 'over' and 'through' when enthusiastically predicting what comes next in familiar stories. Children of all ages are given sufficient time and good quality resources to express themselves creatively.

Personal development, behaviour and welfare are good

Children, including toddlers, confidently serve themselves at lunchtime, take turns and share resources. Older children on the 'health and safety committee' are learning about safety as they help staff to check the premises. Children are learning to respect one another's opinions in the 'Pre-school council'. Children are learning that a healthy diet, daily fresh air and exercise is good for you. Good information sharing between staff when children move groups helps staff to understand and respond to children's needs well. For example babies waking from sleep are supported sensitively and in line with their individual needs, to return to activities. Staff work well with parents and external professionals to agree improvement targets when children need extra support.

Outcomes for children are good

Good teaching helps children of all ages, abilities and needs make good progress and reach typical levels of development. This includes children in receipt of additional funding.

Setting details

Unique reference number	EY370884
Local authority	Salford
Inspection number	1023070
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	79
Number of children on roll	67
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	27 February 2014
Telephone number	0161 707 7731

Holyrood Day Nursery in the Eccles district in Salford was registered in 2008 on the Early Years Register. It is part of the Bertram Nursery Group. The nursery employs 19 members of childcare staff. Of these, three hold an appropriate early years qualification at level five, 11 hold a qualification at level three, four hold a qualification at level two and one member of staff is unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.00am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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