

Holyrood Nursery

Holyrood Hope, Stott Lane, SALFORD, M6 8FJ



Inspection date	24 March 2016
Previous inspection date	14 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The highly skilled, experienced and qualified manager leads her team very well. She has fostered a culture where only the best is good enough. This means that the quality of teaching is consistently good and all children, including those who speak English as an additional language, make good progress across all areas of learning.
- Children's laughter, eagerness to explore and excitement to join in with activities is evident in each room of this busy and vibrant nursery. Staff are caring and dedicated to improving life chances for all children. They instil self-confidence and resilience in children of all ages, which enables them to flourish in their personal, social and emotional development.
- Staff place high emphasis on promoting children's communication and language development. They ask children challenging questions during their play and listen to them with genuine interest. This helps children of all ages become confident and competent communicators.
- Children have a very good understanding of similarities and differences within their local community. Staff teach children very well about tolerance, acceptance and respect. This prepares children well for life in modern Britain.
- Partnership working is a strength of the nursery. Parents are kept well informed of their child's developmental progress and attend regular parents' meetings. Links with the local hospital, primary school and local authority are robust.

It is not yet outstanding because:

- The management team closely tracks the progress of individual children but do not yet consistently review the progress made by different groups of children. Therefore, they do not always have the best possible information available to target precise interventions when they are required.

What the setting needs to do to improve further

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

- enhance the analysis of children's assessment to track and monitor the progress of a range of different groups, in order to target any specific interventions even more precisely.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to during the inspection and considered the written feedback available.
- The inspector spoke to the manager, staff and children during the inspection.

Inspector

Luke Heaney

Inspection findings

Effectiveness of the leadership and management is good

The manager has an in-depth knowledge of the Early Years Foundation Stage and other legislative frameworks. The arrangements for safeguarding are effective. All staff have a robust knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. Robust risk assessments are in place and all areas of the nursery are safe and secure. The manager ensures that children are continually supervised, kept safe and free from harm by having a high staff-to-child ratio. Self-evaluation is strong. Improvement plans are sharply focused and include the views of parents, staff and children. Staff benefit from a comprehensive training programme, which positively impacts on outcomes for children. For example, they have attended training to support boys' development. This has equipped staff with a greater understanding of how to successfully engage boys in meaningful creative play outdoors. Staff receive perceptive support during supervision sessions and appraisal meetings and are set challenging targets.

Quality of teaching, learning and assessment is good

The well-qualified staff have a secure knowledge and understanding of how children learn and develop. They spend time observing children and liaising with parents to ensure a rich and varied curriculum is offered to each child. Children are animated, excited and display high levels of enjoyment in the activities presented to them. Babies show great delight in playing musical instruments and become fascinated while exploring the texture of paint with their hands and feet. Toddlers show increasing skill and control while pushing and pulling different-sized cars. Pre-school children excitedly search for number cards hidden in the outdoor forest area. The progress check completed for children between the ages of two and three years is implemented very well and includes the views of parents and other professionals. Children who speak English as an additional language are supported very well and receive robust interventions from a variety of professionals.

Personal development, behaviour and welfare are good

Care practices are good across the nursery. The key-person system is highly effective and staff are allocated time to get to know children and their families on an individual basis. This successfully supports children's emotional and physical well-being. Healthy lifestyles are fully promoted. Staff provide plenty of opportunities for children to enjoy fresh air and be physically active. Babies excitedly explore wet sand, toddlers show great delight while mixing paint and pre-school children enjoy digging outdoors. Staff are good role models and provide children with clear, consistent and age-appropriate behavioural expectations. This means that children's behaviour is consistently good across the nursery.

Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress relative to their initial starting points. They are self-motivated, confident and enthusiastic learners, who are eager to take on new challenges during their play. For example, older children learn new ways of decoding words. Younger children enjoy learning how to mount and climb new apparatus outdoors. Children gain the necessary skills they need in readiness for their next stage in learning and the move on to school.

Setting details

Unique reference number	EY370892
Local authority	Salford
Inspection number	1042883
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	65
Number of children on roll	82
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	14 March 2013
Telephone number	0161 788 7730

Holyrood Nursery was registered in 2008. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for Christmas Day, Boxing Day and New Year's Day. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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