

# Holyrood Day Nursery Shaw

35 Milnrow Road, Shaw, OLDHAM, OL2 8AP



## Inspection date

2 May 2018

Previous inspection date

20 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 new manager has high expectations of staff and leads the team with efficiency and admirable enthusiasm. She has implemented many changes which have had a positive impact on improving the quality of the nursery.
- Staff make good use of information from observations to accurately assess what children know and can do. Planning is effective and sharply focused on children's individual interests and their next steps in their learning. Children are confident and motivated learners and make good progress.
- Babies and children thrive in this welcoming and nurturing environment. Staff are sensitive and caring and demonstrate a genuine affection for the children that they care for. They effectively help babies and children to develop strong emotional attachments and feel very secure within the nursery.
- Partnerships with parents and other early years providers are generally good. This effectively contributes to consistency and continuity of care and learning, and children are well supported as they transfer to other settings, including school.

### It is not yet outstanding because:

- The manager has recently introduced opportunities for staff to reflect on their practice and share their ideas with each other. However, the process is still in its infancy and not yet fully embedded in practice.
- Staff are not always highly effective in helping parents to support children's learning at home.

## What the setting needs to do to improve further

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

- enhance existing good arrangements for monitoring practice to help staff to learn from each other and raise the quality of teaching to an outstanding level throughout the nursery
- extend the depth of information provided for parents to help them to support children's learning at home and strengthen partnerships with parents even further.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager and area manager. She looked at relevant documentation, including children's records, safeguarding policies and procedures and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the referral procedures to follow should they have concerns about the safety or welfare of a child. The manager closely checks the good progress of all children who attend the nursery, including different groups of children. This helps her to identify gaps in children's learning and implement effective strategies to ensure that all children reach their full potential. The Special Educational Needs and/or Disabilities Lead for the nursery is highly valued and skilled. She is committed to her role and strives to ensure children receive the additional support they need. This helps children to make the best progress possible. The knowledge staff gain from training is successfully implemented in practice and makes a positive contribution to improving learning outcomes for children. Self-evaluation is effective. This is an ongoing process and plans for improvement are well targeted and achievable. The manager carries out regular supervision meetings and observes staff to manage their performance.

### Quality of teaching, learning and assessment is good

Staff are well qualified and skilled. They use a wide range of effective teaching techniques that help children to make good progress. Staff are good role models and ask children questions that help them to communicate their thoughts and ideas. For example, when children look at books, staff ask them, 'What are the animals doing?' and, 'Where are they going?'. Staff skilfully use puppets and props which help to bring songs to life and keep children interested and engaged. This also contributes to the good progress made by children with speech and language difficulties and children who speak English as an additional language. Pre-school children explore a well-resourced outdoor mud kitchen. They confidently ask for more water to mix with the soil and say that, 'Worms are going in the pie'. Babies explore natural materials, such a wooden and metal objects, logs, ribbons and brushes. This helps to promote their natural sense of curiosity.

### Personal development, behaviour and welfare are good

Care practices are effective. Very young babies are cared for by highly knowledgeable and dedicated staff who ensure that their individual care needs are consistently met. This has a positive impact on babies' health and well-being. Children are happy, comfortable and content. Staff teach children the reasons why they need to wash their hands after using the bathroom and before eating. Children explain that, 'Germs make you poorly', 'Germs are everywhere' and, 'They look like bugs'. Staff play alongside children to teach them how to share and take turns. Children are kind and helpful towards staff and each other. Their behaviour is good.

### Outcomes for children are good

Children make good progress. This includes children who have special educational needs and/or disabilities and children who speak English as an additional language. Children develop a good understanding of how to keep themselves safe and healthy. They acquire a wide range of skills, abilities and attitudes that prepare them well for future learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY372043
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1065156
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	83
<b>Number of children on roll</b>	133
<b>Name of registered person</b>	Bertram Nurseries Limited
<b>Registered person unique reference number</b>	RP900892
<b>Date of previous inspection</b>	20 December 2013
<b>Telephone number</b>	01706 847711

Holyrood Day Nursery Shaw registered in 2008. The nursery is open from Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays. There are 17 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and one at level 4. There are nine members of staff who hold qualifications at level 3. The nursery provides early years funding for two-, three- and four-year-old children.

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