

Inspection of Holyrood Nursery Warrington

237 Thelwall New Road, Grappenhall, WARRINGTON WA4 2XT

Inspection date: 15 June 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. Staff get to know children well and build close relationships with them. This helps children to settle in quickly. For example, during the inspection, babies on their first day are full of smiles and laughter. Children demonstrate that they feel safe and secure.

Children benefit from copious opportunities to learn about the world around them. They learn about the life cycle of a caterpillar and help to release butterflies. Children learn about how pollution affects the oceans. Staff have adopted a sea turtle and children learn about how littering affects sea animals. Children learn about locations around the world as they track where their sea turtle is. These opportunities help children to learn more about environmental issues.

Children behave well. They learn to share the toys and resources from a young age. Staff have high expectations of children. They plan activities that motivate children to learn. For example, babies giggle with glee as they crawl around trying to pop bubbles. Older children put on scientist costumes and experiment how to make fizzing potions with vinegar and bicarbonate of soda. These exciting activities help children to develop positive attitudes to learning.

What does the early years setting do well and what does it need to do better?

- Staff create a broad and balanced curriculum. The nursery's curriculum is sequenced to build on children's existing knowledge. Staff plan exciting activities to help them target their next steps. For example, children enthusiastically transport their sunflower plants to the outdoor area and plant them in their allotment. Children learn about the parts of a plant and how to care for them. These opportunities help children to have first-hand experiences about growth.
- Children's communication and language are promoted well. Staff help to develop children's communication skills by singing songs, listening to stories and playing with them. Children's joyful singing permeates throughout the nursery. Children are confident communicators and express their wants and needs effectively to their key person.
- Babies and children become increasingly independent. For example, babies feed themselves confidently at mealtimes. Toddlers hang up their own belongings when they arrive. Pre-school children make their own play dough and serve their own food at mealtimes. This helps children to feel proud of the skills they learn and the daily tasks that they can carry out by themselves.
- Children's emotional well-being is promoted well. They learn how to identify and understand their feelings, using the book 'The Colour Monster'. Children discuss how they are feeling each day, using sensory resources relating to the story. Staff support children to develop their emotional resilience. This helps children

to understand and control their strong feelings.

- The special educational needs coordinator (SENCo) identifies children with special educational needs and/or disabilities (SEND) and makes referrals to outside agencies. However, the role of the SENCo is not yet fully established. Training opportunities are not focused enough on children's individual needs. Although support plans are in place for children with SEND, staff are not always supported to identify strategies to best support them.
- Parents praise the nursery for the friendly and caring staff. The management team organises 'parent workshops' to support parents and build their knowledge. Recently, the workshops have been focused on life skills and phonics. Parents feel well informed about their children's learning and development. This helps to provide continuity in children's learning.
- Children's physical development is promoted well. They have copious amounts of space to run around. Toddlers practise walking up and down hills in the outdoor space. They wave at their friends as they play parachute games. Children benefit from weekly sports sessions delivered by a sports coach. The sessions help children to develop their ball skills and their hand-eye coordination.
- Children behave well. Staff are positive role models. For example, they explain why children must walk when playing inside. However, during adult-led tasks, staff do not always use clear instructions. This sometimes confuses children and occasionally prevents them from successfully completing activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their role in protecting children from harm. They have a good understanding of the signs and symptoms that indicate a child may be at risk of abuse. Staff know the referral procedures to follow in the event of a concern. Leaders ensure that staff receive regular safeguarding training. Staff continuously confirm their knowledge through questioning and scenarios in staff meetings. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Children learn how to keep themselves safe. For example, they role play how to cross roads safely.

What does the setting need to do to improve?

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

- provide consistently clear instructions to children, particularly during adult-led activities, so that they fully understand what they need to do
- support staff further to identify strategies to best support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY373834
Local authority	Warrington
Inspection number	10280142
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	78
Name of registered person	The Quays Private Day Nursery Limited
Registered person unique reference number	RP908181
Telephone number	01925496955
Date of previous inspection	5 September 2017

Information about this early years setting

Holyrood Nursery Warrington registered in 2008. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs 25 members of staff. Of these, 15 hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector and the manager had a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023