

Inspection of Holyrood Day Nursery Salford

212 Eccles Old Road, SALFORD M6 8AL

Inspection date: 26 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and settle quickly into their nursery routines. They form warm and trusting bonds with staff who are kind and caring. Staff offer flexible settling-in sessions and gather pertinent information from parents. They offer an abundance of cuddles and reassurance which helps new children to feel safe and secure. Children are happy and clearly enjoy their time at nursery. Young children welcome the inspector with huge smiles. Older children demonstrate their impressive communication skills as they share resources with the inspector and explain what they love doing at nursery. Children are engaged, motivated and enthused to learn.

The nursery's unique and ambitious curriculum is appropriately sequenced to help all children to make good progress. 'My mind, my body and my world' underpins children's learning and the array of experiences and opportunities planned. Children eagerly participate in the 'daily mile', which ensures they partake in daily exercise. Babies and toddlers develop essential skills as they learn to crawl, stand, climb and balance. Children participate in carefully considered activities to help them to recognise and celebrate their own uniqueness and that of others. This prepares them well for life in modern Britain, and helps children to understand their place in society.

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

- Staff regularly observe and assess children learning. They note children's emerging interests and use these as a vehicle to ensure that children's next steps in learning are achieved. Staff quickly identify any emerging gaps and consult with other agencies, such as speech and language therapists, to ensure that children receive the support that they need.
- The special educational needs coordinator is passionate, knowledgeable and methodical in her approach. She successfully assists and guides staff to ensure that children with special educational needs and/or disabilities excel from their starting points.
- Children thoroughly enjoy spending time outside. They develop their problem solving skills as they work out how to transport water from the outdoor tap using containers and pipes. Children excitedly hunt for natural objects, such as flowers, twigs and leaves. In turn they develop their counting and mark-making skills, as they follow instructions on a clipboard and note their findings. Younger children enjoy digging in the mud and playing with sand as they learn about different textures.
- Overall, staff manage children's behaviour well. They are quick to intervene to solve conflicts and use distraction techniques as a tool for managing unwanted behaviour. However, on occasion, staff do not offer children clear explanation as

to why some behaviours are unwanted and the consequences of their actions. This means that children do not always understand what is expected of them.

- Children enjoy listening to stories read by staff. Young children are encouraged to turn the pages independently, and older children predict what they think will happen next. However, books in the younger children's playrooms are not always accessible. There are often too many books placed in baskets, and this presentation makes it hard for children to independently select and enjoy their favourite stories.
- The manager and staff are a dedicated team who are enthusiastic about providing high-quality care and education. Staff are able to access a variety of training courses, both face to face and online, and these have a positive impact on outcomes for children. There are existing arrangements in place for staff supervision meetings and observations of teaching practice. However, these do not robustly identify weaknesses in teaching practice. This means that staff are not always clear on their precise targets to help bring about improvements.
- Partnerships with parents are strong. The nursery has an online app to provide parents with details of their child's learning and development and the care they receive. Parents speak highly of the staff team and the support afforded to ensure that their children's individual needs are well met.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained to identify and swiftly act upon any worries about a child's welfare. Staff are confident in recognising the signs that may indicate a child is at risk of harm. They fully understand reporting procedures and know how to escalate concerns. Staff are clear on the nursery's whistle-blowing arrangements, should they have concerns about a colleague's practice or conduct. The nursery's safe use of mobile phone policy is understood and robustly implemented. Staff deploy themselves appropriately and ensure that children are supervised at all times. Risk assessments are completed and amendments made as needed, to ensure that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- support staff to help children develop an understanding of why some behaviours are unwanted and the consequences of their actions
- consider children's access to books and the presentation of these, especially within the younger children's playrooms, so that they are easily accessible to promote an independent love of literacy
- strengthen existing arrangements for supervision so staff are clear on their targets to help improve practice and knowledge.

Setting details

Unique reference number	EY370884
Local authority	Salford
Inspection number	10294768
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	79
Number of children on roll	105
Name of registered person	Thrive Childcare And Education Limited
Registered person unique reference number	RP900892
Telephone number	0161 707 7731
Date of previous inspection	20 March 2018

Information about this early years setting

Holyrood Day Nursery Salford registered in 2008. The nursery employs 23 members of childcare staff. Of these, two hold qualified teacher status, two hold an appropriate early years qualification at level 5, nine hold a qualification at level 3 and four hold a qualification at level 2. The manager also holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and inspector discussed how the early years provision is organised, including the aims and rationale for their curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation together.
- The inspector spoke to 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.

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