



Holyrood Nursery @ Baguley Childrens Centre

Holyrood Nursery@Baguley Children's centre, Ackworth Drive, MANCHESTER, M23 1LB

Inspection date	18/10/2013
Previous inspection date	24/05/2010

The quality and standards of the early years provision	This inspection: 2	
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The educational programme is well planned by skilled and knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, they make good progress in relation to their starting points.
- The well-embedded key person system helps children to form secure, emotional attachments as staff skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Systems for self-evaluation are rigorous and areas for development are consistently targeted so that the nursery continues to improve learning outcomes for all children.

It is not yet outstanding because

- The effective systems for working in partnership with parents does not yet fully include extensive information about how they can help support their child's learning at home, in order to build on the already very good links between home and the nursery.
- The very good systems in place for monitoring staff performance do not yet fully include systematic peer observations, in order that staff can learn from each other through honest and critical reflection.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager.
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.

Inspector
Julie Kelly

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Full Report

Information about the setting

Holyrood Nursery @ Baguley Children's Centre was registered in 2009. It is run by a private company who provide 17 registered early years settings in the North West of England. Children have access to two playrooms, two enclosed outdoor play areas and associated facilities. The nursery is close to local schools, shops and parks. Children attend for a variety of sessions. The nursery opens Monday to Friday from 7.30am until 6pm all year round, except for bank holidays.

The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 69 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 15 members of staff employed who work directly with the children. Of these, five hold an early years qualification at level 3, five hold an early years qualification at level 2 and three are unqualified. The manager holds an early years qualification at level 6 and one member of staff holds an early years qualification at level 5.

What the setting needs to do to improve further

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

- enhance existing very good partnerships with parents by providing them with extensive information about how they can support their children's learning at home, for example, by sharing resources and suggesting simple activities they can do at home

- build on existing good systems for monitoring of staff performance, for example, by fully establishing peer observations to continue to strengthen and improve their already very good practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is strong across the nursery and in some instances outstanding. Children's enthusiasm for learning, and the levels to which they succeed, is enhanced by staff who have a good knowledge of the Statutory framework for the Early Years Foundation Stage

and a secure understanding of how children learn. The indoor environment is stimulating and exciting and well organised into areas of continuous provision linked to the seven areas of learning. Children learn through well-planned, purposeful and challenging activities. As a result, they make good progress in relation to their starting points. Children whose starting points are below the expected levels for their age, including those with special educational needs and/or disabilities, progress very well. This demonstrates how the nursery is successfully narrowing the achievement gap. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they participate in a wide range of activities. The air is filled with the sound of laughter and excitement as children and staff talk, learn and play together. For example, during a gluing and sticking activity, toddlers squeal with excitement and delight as they discover a woodlouse crawling through the autumn leaves. Babies and children are provided with a wide range of interesting and good quality resources to promote their natural curiosity and develop their exploratory skills. For example, babies crawl rapidly to toys and equipment that particularly excite them, such as, a bubble tube, mirrors, metal tins, ribbons and musical instruments. Older children investigate the properties of materials, such as, sand, water, dough and paint.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff teach children to share and take turns and cooperate with each other as they play. Children demonstrate their understanding as they play harmoniously together, collaborate with each other and swap resources. Babies and children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Staff provide skilful and sensitive support to help children to achieve, which effectively builds their self-esteem. For example, staff guide and encourage children as they try to fasten their paper on the painting easel with a bulldog clip. Staff use encouraging words, such as, 'that's right', 'squeeze the clip hard' and praise them as they say 'well done' when they achieve the task.

Communication and language is given extremely high priority with actions used to maximum effect to illustrate and support language development for very young children. Staff support babies' communication and language development effectively because they intuitively tune in to the individual sounds, words and gestures that they use to communicate. They repeat the sounds they use to further develop their understanding of two-way conversation. Babies thoroughly enjoy this one-to-one attention as they shout out sounds and babble and excitedly wait in anticipation for a response from the member of staff. Staff develop young children's learning in this area very well through skilful use of running commentary as children play and role modelling good language. For example, as children play with the small world farm, staff introduce new words, such as, 'goat', 'donkey' and 'fox' and comment 'Oh look, the donkey has lots of carrots in his basket'. They sing songs and tell stories with the effective use of sign language, puppets and props to further enhance children's understanding. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. Children who speak English as an additional language are effectively supported in their learning because staff find out, learn and use key words in

various home languages. The print rich environment and the use of labels, signs and posters successfully support children to learn about words and that print carries meaning. Furthermore, displays on the walls which contain words and phrases in a variety of languages effectively promote children's understanding and awareness of a broad range of different scripts.

Staff provide children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies enjoy the freedom and space indoors to move, stretch, crawl and cruise along furniture. Staff encourage them to crawl as they hold out toys that excite them just beyond their reach. Older children develop their large muscle control and coordination as they ride wheeled toys, climb and play parachute games outdoors. Babies develop their small muscle control as they press buttons on interactive toys, turn the pages of a book and handle resources that they can squeeze, pull, suck and shake. Older children develop the fine manipulative skills as they use scissors and writing implements, thread beads and complete jigsaw puzzles.

Children's needs are significantly enhanced through strong, close and effective partnerships with parents. Staff value parents' input and obtain detailed information on entry about children's learning and development which they then use as a starting point to plan for their future learning needs. Staff have a very secure knowledge of each child in their care and a thorough understanding of how they learn. Therefore, they can plan activities and experiences that are individual to each child to help them make the best possible progress. For example, children's interest in superheroes is superbly used to extend their learning further as children make models of spiders and create a fantastic web made out of strips of fabric that they weave around the fence.

Accurate and precise observation, planning and assessment procedures are in place to ensure children's individual needs are met well. This means that any gaps in children's learning are quickly identified and appropriate external support is provided to ensure they continue to make good progress. Each child has a learning record, which is maintained to a high standard and contains observations, planning for next steps and lovely photographs to evidence their development. Parents are given daily verbal feedback and diary sheets about what their children have been doing during the day. In addition, staff organise meetings when parents can share their children's learning, development and progress with their key person. However, as yet information shared with parents does not yet consistently include extensive information about how they can help support their child's learning at home.

The contribution of the early years provision to the well-being of children

Babies and children thrive in this good quality nursery and demonstrate high levels of independence as they competently manage their own care needs. Their good health and self-care is securely embedded as they attend to their personal needs. For example, babies feed themselves and toddlers and pre-school children put on and take off their coats and wellingtons and serve their own meals. This means that they gain the skills, abilities and attitudes they need in readiness for school. Staff role model good hygiene practices and teach children the importance of washing their hands before eating and

after using the bathroom. Children learn about the importance of a healthy diet as they are provided with a broad range of nutritious and healthy snacks and home-made meals. Free-flow access to outdoors means that children benefit from daily fresh air and exercise. Cosy areas within the indoor environment give babies and children opportunities to rest and relax and play quietly. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

The effective and well-established key person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, caring staff who intuitively understand and respond to their physical and emotional needs. Children are cuddled and comforted if upset and spend quality one-to-one times with their key person engaging in activities, such as sharing books and singing songs and rhymes. This enables babies and children to feel safe and secure within the nursery which consequently has a significant impact on their learning and development. Older children demonstrate their sense of security as they confidently seek out their key person to share their achievements and ask them for help to fasten their shoes.

Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for, and that relationships with parents are strong. Children's individual artwork is attractively displayed and incorporates photographic evidence, which effectively promotes children's self-esteem and sense of belonging. The arrangements for supporting children as they move from home to the nursery are carefully planned with parents from the point of entry. Staff gather information about children's likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Staff help children manage their behaviour as they explain about sharing, distract children with resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. As a result, their behaviour is consistently good. Through effective daily reminders, staff reinforce the behavioural expectations, such as using quiet voices inside and being kind to each other. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery. Staff encourage children to be actively involved in managing their own risks. For example, children assess whether it is safe to play with a large wooden log in the garden. They think about the potential hazards and comment 'There could be splinters' and 'We could fall off when we climb on it'. They then think about the things they could do to minimise the risks, for example, they say 'We could wear gloves' and 'we could hold onto the fence or someone's hand'. They decide on the benefits of using the log and state 'It helps us to learn and work as a team' and 'it's a home for wildlife'. They come to the conclusion that they want to keep the log in the garden. Consequently, children's understanding of keeping safe is fully promoted, and ensures that they can play and learn in a safe environment.

The effectiveness of the leadership and management of the early years provision

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Furthermore, she oversees and regularly checks children's learning journal records to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. The manager uses her knowledge, experience and skills to lead the staff team and continually enhance the already good practice. In addition, staff benefit hugely from the superb role modelling of good practice from the part-time early years teacher. Through robust support systems, such as, role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the manager and senior management team. However, the manager has not yet fully considered the implementation of a peer observation system in order for staff to learn from each other through honest and critical reflection. All staff are enthusiastic, motivated and fully committed to their work and the service they provide, and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children.

Staff have worked incredibly hard to improve the quality of the nursery since the last inspection and all actions and recommendations have been fully addressed. For example, children now have access to a wide variety of resources to independently make marks and write for a purpose in all areas of continuous provision. The self-evaluation system is rigorous and well documented, action plans are in place and areas for development are clearly prioritised. The manager works closely with the company Director of Childcare to introduce new initiatives and ideas that will further support staff in their practice. She also links with the early years team and is currently using the local authority 'Quality Assurance Framework' as a valuable audit tool to further enhance the self-evaluation process. Staff constantly reflect on the routines, resources and environment to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Staff have a good knowledge and understanding of how to protect and safeguard all children and policies and procedures are known by all staff and implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a cause for concern. An effective and detailed set of risk assessments and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and widespread security systems, such as CCTV cameras and keypad locks on doors ensure that children are consistently protected from harm. Staff are well deployed to ensure that children are effectively supervised and the employment of additional members of staff means that ratios often exceed the safeguarding and welfare requirements. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that practitioners are suitable, safe and appropriately skilled to work with children. This means that children remain safe and protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a targeted programme of professional development training to

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address underperformance and increase staff skills.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journal records are shared with them and they access a wealth of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily face-to-face communications, achieved through the meet and greet open door policy. Systems for effective working with local schools and external professionals are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY402850
Local authority	Manchester
Inspection number	939117
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	69
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	24/05/2010
Telephone number	0161 945 0333

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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