

Holly House Day Nursery

Mayfield Avenue, Walkden, Manchester, M28 3JF

Inspection date	13/11/2012
Previous inspection date	12/05/2011

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

- Leadership is strong and there are robust systems for monitoring and supporting staff towards improving their knowledge, understanding and practice.
- Children enjoy learning and are supported particularly well in the acquisition of communication and language skills.
- A key person system is firmly established. Staff are positive role models to the children, and all children form secure and trusting relationships with them.
- All staff have a very good knowledge and understanding of children's individual needs. They have very strong partnerships with parents and other agencies to support all groups of children.

It is not yet outstanding because

- There is more to do to monitor and track the progress of different groups of children in order to enhance the arrangements for early intervention and help measure the overall effectiveness of the educational programme.
- Opportunities for children to be independent at meal times, such as pouring their own drinks and serving their own food, are not fully established in the school room.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four base rooms, the outside learning environment and the out of school club.
- The inspector held meetings with the proprietor and the managers of the nursery and out of school club.
- The inspector also looked at children's assessment records, planning documentation, recruitment records, the provider's self-evaluation form and a range of other documentation.
- The inspector also took into account of the views of parents, carers and the early years lead teacher from St. Paul's Children's Centre spoken to on the day.

Inspector

Emily Wheeldon

Full Report

Information about the setting

Holly House Day Nursery was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It also operates an out of school club called '2 Kool 4 Skool'. The nursery is situated in a single-storey building in the

Walkden area of Salford and is privately owned. Children are grouped according to their ages in four base rooms. The out of school provision operates from a self-contained area attached to the nursery. The nursery and out of school club serve the local area and are accessible to all children.

The nursery opens Monday to Friday all year round, excluding Bank Holidays and Christmas week. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 48 children attending the out of school club.

There are 31 members of staff who regularly work with the children in the nursery and the out of school club. Of these, six hold appropriate early years qualifications at level 2, 17 hold level 3, and two staff have extended their qualifications to level 5. Two members of staff are working towards level 2. The nursery is a designated childcare provider for St Paul's Children's Centre.

What the setting needs to do to improve further

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

- enhance systems for assessing children's progress by developing methods for monitoring and tracking the progress of different groups of children, in order to quickly identify any group that may be falling behind and to help measure the overall effectiveness of the setting's educational programme.
- extend opportunities for children in the school room to do things for themselves at meal times, such as serving their own food and drinks.

Inspection judgements

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

All children are very keen to come to the nursery and out of school club. They are familiar with routines and greet members of staff with a smile. They immediately select from a wide range of resources in designated areas of learning and demonstrate good independence skills as they self-select. There is a hive of activity going on in the toddler room and children are settled and relaxed in their play. All staff have a very good knowledge and understanding of their key children and are able to meet their needs

effectively. For example, children who require support in developing communication and language are encouraged to join in with repeated refrains while retelling a story about a bear hunt. Children independently select from a range of story props and confidently join in telling the story in their own words by moving a doll across the 'mud'. Staff model the correct use of language and children copy this, enabling them to become effective communicators. Staff deployment is carefully organised to ensure each base room has an experienced member of staff, so high quality practice can be disseminated across the nursery. As a result, children make good progress.

The indoor and outdoor environment is well organised in all the base rooms and the out of school club. For example, the outdoor area outside the school room is also used by younger children to enable different-aged children to socialise together. Outdoor play is operated on a free-flow basis as well, and allows children to make choices to play inside or use outside to gain the benefits of fresh air, physical exercise and a wealth of rich experiences in a natural environment. Pre-schoolers and toddlers excitedly collect fallen leaves in wheelbarrows and transport them to friends, who unload them to make different-sized piles of leaves. They are happy and full of curiosity as they marvel at a series of puddles on the ground. Pre-schoolers grasp a pot of blue paint and glitter and take great delight in swirling and mixing them together with a brush. This means they are finding out about how materials react together and are being creative in the process. Another pre-school child, who has a particular interest in cars, seizes the opportunity to manoeuvre his vehicle through the puddle and onto damp sand to make marks. He makes sense of the marks he has created and feels proud. This promotes effective hand-control skills which are pre-cursors to early writing. Knowledgeable staff understand when it is appropriate to intervene with children and when to stand back to allow children to discover things for themselves. For instance, staff allowed pre-school children to be creative by making beds from crates and pretending to go to sleep.

Staff are effective in adapting activities to meet the needs of children with special educational needs and/or disabilities. For example, they support children who find it hard to settle at mealtimes. They give them the opportunity to try tasting the food and sit with peers to develop their social skills before they go off to play with activities of their choice. Every child is secure in communicating their needs and preferences. This is enhanced by observant staff who listen to children and allow them time to gather their thoughts and express themselves. Staff use gestures and simplified language to support the youngest children and those whose language is delayed and, as a result, they are very secure in expressing themselves. For example, they confidently take a member of staff by the hand and guide them towards the area they would like to play in. They independently operate basic computer programs and can recognise and read letters of the alphabet on the keyboard. As a result, they are well prepared for the next stage in their learning at school.

Staff ensure they are covering the seven areas of learning in their planning in sufficient depth and breadth. Systems for observing children and planning their next steps in learning are effective because the information is used to inform the planning of challenging activities. All staff evaluate children's progress towards meeting their targeted next steps, so that activities are well matched to children's needs. Staff in the out of school facility involve children in the planning of activities and, as a result, they thrive. For example, every week the role play area is changed and children suggest resources they

would like to enhance their play. For instance, adding a wide range of packaging for children to wrap up or weigh in the post office.

Staff understand the importance of developing children's communication and language skills, physical development and personal, social and emotional development, particularly for the toddlers. As a result, staff give children the opportunity to explore their environment inside and in the outdoor area. Toddlers, for example, enjoy digging in sand using different containers and equipment. They demonstrate good physical control as they scoop and count up to five spades of sand into buckets independently. Pre-school children are given opportunities to learn through discovery. For example, they hold a pair of binoculars to their face and peep through to look at things of interest.

Systems to assess children's starting points on entry and at transition points as children move from one age room to another are robust. Parents and carers are involved in children's learning from the beginning and regularly contribute to children's records. They receive periodic reports and are fully included in setting the priorities for their children's next steps. This helps them to understand what their children need to learn and how to support this at home. Staff are in the process of trialling the progress check report for two-year-olds and are confident about sharing the information with parents and carers.

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

The successful deployment of staff and a well-established key person system in the nursery and out of school club ensure that all children form secure emotional attachments. For example, the utmost care is taken to make sure experienced staff are in the baby room, and the management team ensure that practice is consistent. As a result, babies form strong bonds with their key person and feel happy and secure. The management team have an excellent understanding of the needs of different groups of children. For example, they make sure there are more staff deployed in the toddler room to ensure effective monitoring and supervision of the children who can be challenging from time to time, given their age and stage of development. Children behave very well and are engaged because staff plan stimulating activities around their interests. Staff are vigilant and supervise children playing at all times. They manage behaviour well and keep regular logs of incidents so any patterns of behaviour can be monitored closely. Staff from the out of school club are very caring and strive to make all children feel welcome. Effective systems are in place to support this, such as collating information about children's interests and needs from parents and carefully organised pre-visits to the out of school club. This ensures effective continuity of care and smooth transitions for the children. As a result, the youngest children settle quickly and happily mix with the older children.

Babies settle well because staff have a very good knowledge of their individual likes, needs and routines. For example, staff recognise the signs of a baby feeling tired during lunch time and offer a comforter, such as a soft toy or a dummy. Opportunities for babies to investigate and explore materials are offered in a number of ways. For example, through the use of a wide range of natural resources in a treasure basket, which encourages them to use their senses. Babies demonstrate a healthy desire to stretch their bodies and confidently roll on to their tummies and roll back and forth. They show clear

progression towards meeting the milestones in their physical development.

Toddlers and pre-school children demonstrate good self-care skills, such as selecting their own resources from a wide range of role-play equipment. They confidently chat away about what they might need in their recipes. Pre-school children are encouraged to develop their communication and technology skills and show a good understanding of how to operate basic programs and are independent. In the out of school club, all children are encouraged to make their own choices at snack time. For example, they can choose a wide range of fresh fruit, vegetables and sandwich fillers from a buffet table. The youngest children demonstrate good independence skills as they make up their own sandwiches and pour their own drinks. However, opportunities for pre-school children in the nursery to be independent at meal times are sometimes overlooked. For example, at lunchtimes staff serve drinks and meals to the children.

Children demonstrate a secure understanding of health and hygiene. For example, they make their needs known when their hands are dirty and they need to wash them. They are provided with highly nutritious snacks and hot meals using good quality ingredients. The nursery is recognised for its excellence in food hygiene and has the top award rating for high standards of care. Staff support children effectively to manage their own hygiene and personal needs. For example, young children who are potty training gain lots of support and are toilet trained soon afterwards.

Children are prepared for school. For example, they fasten their coats and put their own shoes on. Transitions between settings and between rooms within the nursery are excellent. Proactive and dedicated staff ensure information about children is shared effectively with staff from local schools. They organise transition meetings and send detailed transition records to school which give teachers a summary report of children's interests and their progress.

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

Arrangements for safeguarding children within the provision and partnerships between parents, carers and outside agencies are robust. All staff have a secure knowledge and understanding of safeguarding procedures and know who to contact if they are concerned about a child's welfare. Safeguarding children is taken seriously and staff supervise children well during activities. Accident and medical records are detailed and well maintained to ensure children's safety. Vetting, recruitment and mentoring systems are robust and ensure suitability of staff and good quality provision for all children. For example, new staff are ably supported in their observations and planning by more experienced practitioners and the management team. As a result, children make good progress towards the early learning goals.

Leadership is strong and managers set high quality standards. The nursery is recognised for its quality within the authority. For example, it has taken part in pilot programmes and gained accreditations for programmes such as 'Every Child A Talker' and 'ICAN' which is related to helping children communicate. Priorities for improvement are accurately

identified through self-evaluation and staff implement these effectively to promote positive outcomes for children and their families. For example, staff are in the process of adapting their planning systems to reduce paperwork and to incorporate the learning and development requirements of the revised Early Years Foundation Stage. Staff are valued and supported very well by the management team. Professional development is strongly encouraged and staff have a wide variety of opportunities to go take further training. Information is shared with the rest of the staff team and effectively strengthens the quality of practice within the nursery.

Rigorous systems for monitoring and assessing the quality of observations and planning are in place. For example, two members of staff who are working towards Early Years Professional Status are effectively deployed to support other members of staff in their observations, planning and assessment. In addition, external support, such as that of the early years lead teacher, has been offered regarding the monitoring of children's progress. Staff have a very good knowledge and understanding of children's progress, particularly for language and communication. Individual children's progress is monitored closely through observations and evaluated planning. Through the 'Every Child A Talker' programme, staff are able to effectively track different groups of children. This is in order to identify any group falling below their expected developmental band in communication and language development. However, wider tracking systems to encompass the other areas of learning in the Early Years Foundation Stage are not yet fully developed.

Partnerships with parents and carers are positive and well established. The views from parents, children and staff are taken seriously and changes to the provision are made as required. Children with special educational needs and/or disabilities are especially well cared for. Parents are very complimentary about the level of care provided and typically say, 'Staff really listen. The best thing about it is they care and they have excellent links with other professionals. Staff share information to support my child and the family'.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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.
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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. 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.

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	307473
Local authority	Salford
Inspection number	887622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 15
Total number of places	106
Number of children on roll	127
Name of provider	Holly House Day Nursery Ltd
Date of previous inspection	12/05/2011

Telephone number

0161 790 2779

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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 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 that are usually their 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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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