



Priory Day Nursery

Inspection report for early years provision

Unique Reference Number	EY275636
Inspection date	13 June 2006
Inspector	Julie Denise Edmonds / Lindsey Ann Cullum
Setting Address	The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW
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Registered person	Great Yarmouth Community Trust
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Priory Day Nursery is run by Great Yarmouth Community Trust and is part of a Sure Start children's centre. It opened in July 2004, with the crèche opening in 2005, and operates from a newly converted building in the centre of Great Yarmouth. A maximum of 50 children may attend the nursery and 15 children in the crèche facility

at any one time. The nursery is open each week day from 08.00 to 18.00 all year round with the exception of bank holidays and the days between Christmas and New Year. The nursery children are grouped by age into three rooms. In addition, there is a sensory room on site. A secure area is available for outdoor play. The crèche has a separate outdoor play area.

There are currently 104 children aged from 0 to under 5 years on roll, of these 54 receive funding for nursery education. The children come from the town, surrounding area and villages. Children attend for a variety of sessions. The nursery currently supports a number of children with special needs and also supports children who speak English as an additional language.

The nursery employs 19 childcare staff. The manager is suitably qualified and has early years experience. Most other staff have appropriate early years qualifications. Further staff are available to cover for holidays and sickness. The setting receives support from the local authority. A teacher is employed for two days a week.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's good health is not consistently protected. Inadequate standards of hygiene at the premises include babies and children play on dirty rugs and mats on the floor. Practice does not always ensure that foodstuffs are stored correctly to prevent the growth of potentially harmful bacteria. Children's actions are not monitored by staff to ensure cleanliness during snack and meal times. For example, children are not observed putting their feet on the table after it has been cleaned in readiness to serve food. Some suitable hygiene procedures, such as appropriate nappy changing routines help to prevent the spread of infection. The children follow appropriate personal hygiene routines and are beginning to take responsibility for their own personal needs. For example, hand washing after using the toilet and before snack and lunch times. Their learning about why they do this is limited as there is no conversation about this to reinforce the practice. The children's welfare is promoted at times when they need first aid treatment, as some staff hold current first aid certificates. Systems are in place for staff to record accidents and any medication administered.

Suitable arrangements mainly provide children with regular food and drink and a varied diet, supporting their growth and development. Children are offered fresh fruit at snack time. The lunch menu provides children with a cooked meal with vegetables or salad each day or parents may provide food for their child. Special dietary requirements are identified and catered for. Children mostly have access to fresh drinking water to ensure regular and sufficient fluid intake. This is not consistent, with older children occasionally having to wait until late morning when the snack bar in their room opens.

Children are developing a positive attitude to exercise as they are able to develop

large movement physical skills. They benefit from regular exercise offered both indoors and out. For example, the babies and toddlers are offered good opportunities for physical play with a ball pool and soft play area as well as ride on and push along toys. Older children take part in opportunities offered outdoors, such as riding bikes and climbing on a wooden structure. All children can rest and sleep according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised. Procedures do not ensure that risk assessments are always completed or that actions identified in room risk assessments are implemented. The weekly risk assessment of one room is not completed outside term time, although the room is still in use. Staff fail to take prompt action when minor incidents indicate a potential hazard. For example, a staff member trips over a mat and states that it should be taped down, taking no immediate action. Staff are not clear about the purpose of the daily checks that they undertake. Systems do not allow scrutiny of accident sheets to identify any pattern and how reoccurrence may be prevented. Children's security is not consistently maintained, with ineffective use of the controlled entry system to prevent intruders from entering. There is no specific accident procedure in the setting's policies and procedures to ensure consistency of good practice to promote children's welfare. Children's safety in the event of a fire or emergency evacuation is not assured. For example, checks by staff do not currently take place to ensure fire equipment is in place.

Children are cared for in a welcoming, comfortable environment. They have sufficient space to give scope for free movement, activities are mainly well spread out and there is adequate storage space for equipment. Layouts provide children with free access to resources. Babies and toddlers sleep successfully in a separate area of the baby room, while being easily monitored by staff to check their well-being. The nursery use safe and suitable equipment, with child size tables and chairs, cots and buggies in use.

Staff know what they would do if they had concerns about a child, but children's welfare is not assured because the child protection policy remains incomplete. There are no clear steps for staff to follow to report concerns and procedures do not state specifically what action will be taken with regard to the member of staff or volunteer in the event of an allegation being made against them.

Helping children achieve well and enjoy what they do

The provision is inadequate.

The younger children in the provision benefit from being involved with generally appropriate activities developed in line with the 'Birth to three matters' framework. The older children receive nursery education that does not challenge and support them effectively.

Children develop confidence and self-esteem as staff mostly offer them praise and encouragement and celebrate their creative work in attractive displays around the setting. Their needs are met by generally attentive staff that are mostly gentle and considerate. The children are confident and at ease in their care. They benefit from some staff showing enjoyment and enthusiasm in their activities through interaction, joining in conversations, using visual expressions, smiles and expressing surprise when a child finds something. At times, children's play is enhanced when staff use their imagination. Planning and provision of activities and staff interaction do not always meet children's individual needs effectively. For example, planning for the end of the morning session for younger children, leading up to lunch time does not occupy them successfully, leading them to be unsettled. Children do not always benefit fully from activities such as when puzzles offer limited challenge for a proficient child. Their understanding and learning is restricted on occasions when staff do not tell them about the activity and what they are making and conversation during play is not extended by staff.

Planning for babies and younger children and their records of development are linked basically to the 'Birth to three matters' framework. This provides children with a wide variety of experiences to adequately meet the needs of the younger children attending. Planning is displayed. In the baby room it includes outdoor play, physical, mark making, imaginary, a comfortable book area and small world play with natural and manmade materials. Children's play, learning and development is not enhanced by use of observations to plan the next steps. Insufficient time allocated inhibits staff from recording observations of what the babies and children can do. Entries in learning stories for babies and younger children are sporadic, they are still being developed and there is insufficient time to update them. Without a record of what children can do, plans for individual next steps are limited.

Children and babies enjoy familiar activities. They dance with the staff to music and do action rhymes and can observe their play in mirrors. The layout of resources in the two rooms for babies and younger children is inviting. Children prompt activities at times. For example, a toddler in the baby room finds a 'bubble wand' amongst the toys and takes it to a staff member who introduces blowing bubbles play in response. The babies benefit from outings, such as to the beach and all children gain fresh air and exercise during regular time outdoors in the play area.

Children have an enjoyable time outdoors with a variety of activities including a wet sand tray, playhouse with cooker, buggies, water tray and bubbles. Children observe birds trying to make a nest under the canopy outdoors. They talk about the hard and soft textures of the 'Tigger' ride on and the children try to find other hard items outside. Children sit on the floor with staff, at the sand tray and see-saw. Children and staff chat together, with conversations about home life, the activities and what they see. Children are able to concentrate.

Children enjoy a good range of activities and positive interaction with staff in the crèche. They draw on the pavement with chalks and staff draw animal pictures for them to colour. Children have free choice of activities, guided by what they like to do. Their requests are met by responsive staff. For example, the sand is made wet. Children share their choices of activity with interested staff. For example, books with staff members supporting learning, such as asking colours. Children respond, receive

praise and good eye contact, giving them encouragement, helping them to participate and feel good about themselves.

Nursery Education

The quality of teaching and learning is inadequate. Children are occupied and making some progress towards the early learning goals. Staff's knowledge of the Foundation Stage is varied, limiting the support children receive. Some staff have difficulty in identifying children's next steps. This restricts how well staff know individual children's stage of development and their ability to support them to make progress. Staff have been through a period of developing the planning system for the funded sessions and are still developing their understanding of the system and its use. The group has a system for recording children's achievements during their time in the setting. This is hindered initially by the lack of information about each child's starting point prior to commencing funded sessions. Staff do not consistently use the observations recorded within learning stories to inform planning or to help the children to make progress through the six areas of learning and therefore there is no clear picture of children's progress.

The nursery education room is organised effectively to support the children's progress in the six areas of learning with continuous provision stations set up around the play area. The room is bright with attractive displays of the children's creative work, interesting photographs, posters and print. Children are gaining independence as the room is set up effectively to enable them to make their own choices as they access resources within the room, such as malleable materials and construction.

The children are interested in the activities and concentrate for periods of time during some activities, such as craft activities and doing puzzles. Children are developing their sense of belonging to different groups. They confidently talk about their home lives, such as telling adults about their pets. They eagerly listen to stories read to them and use language as they role play together. For example, two children pretend to be mother and daughter in the home corner. Children are learning to recognise their own names and say the initial sound. They explore during water play and use language such as full and heavy. They talk about making the toy dog lead shorter as it is too long. Children count and some confidently write numerals. Children use their imaginations as they dress up with buoyancy aids to go swimming at the pretend beach set up outdoors. This provides limited learning about the local environment, with few outings into the community. Children use scissors competently, cutting out their own freehand drawings. They grow flowers from seed, know they need to water them and paint how they think they will look once grown. They also grow herbs and vegetables to harvest.

Activities and continuous provision stations provide children with opportunities to progress in the six areas of learning. However, spontaneous opportunities are not used effectively to engage children. Staff interaction with children often does not give support to extend learning. For example, during a travel agents focus activity staff do not develop discussions about holidays, such as when children talk about what they would like to do on holiday. The activity occupies and provides some learning, with staff responding to children's ideas, such as to make postcards. However, staff do not capture the children's imaginations and motivate them to have full involvement.

There is some mark making within the travel agent focus activity, such as writing their own name. Children are not encouraged to take on roles that involve mark making for a purpose. They also record the numeral, after counting the number of people going on holiday with them. More able children's mathematical development is not extended to simple calculating, such as finding the total number of items in two groups. They explore during water play and use language such as full and heavy. The spontaneous opportunities to extend this learning about measure are not exploited by staff. Children's learning opportunities as they settle to their own choice of activity and take part in routines are not recognised and exploited by staff. For example, a child says that her bowl floats during washing up after she has had her snack. This is not explored and extended with the child to maximise the learning opportunity.

Helping children make a positive contribution

The provision is satisfactory.

Children generally behave well. Children's behaviour is mainly managed by staff using positive methods to promote their welfare and development. Staff help them distinguish between right and wrong and become aware of the needs of others. They are encouraged to develop good manners such as 'please' and 'thank you' at meal times. Children benefit from some staff using positive behaviour management techniques well. This includes explaining to the children why their behaviour is unacceptable and encouraging them to apologise to each other. For example, a child who throws a construction toy is approached by a staff member who asks what he has done and why. The staff member listens to the answer and then explains the danger to other children and why, while physically at the child's level. The child is then helped to return the item to storage before he goes off to play.

Older children are very well behaved at circle time, introduce themselves and listen to the staff member with them. They relate well to other children and adults. For example, children playing in small groups together, chatting about what they are doing. They communicate freely with adults, such as asking for support with an activity. The children are able to focus and resist distractions. Children's spiritual, moral, social and cultural development is fostered.

Children show a sense of belonging to the group. They are developing positive attitudes to diversity. A Portuguese staff member employed supports communication with Portuguese speaking parents. The setting has a commitment to inclusion and works with other professionals, such as speech and language specialists. Appropriate care is provided for children with special educational needs, with designated staff members taking responsibility. Children with identified special needs have their needs met by attentive support workers who know the children well. Children are encouraged to be independent, while supported appropriately. Children's personalities are known, with needs met sensitively in response.

Partnership with parents is satisfactory. The settings approach to working with parents values their comments about the setting and their child and supports parents' interest in their child's development. Staff are able to communicate successfully on

an informal basis. Parents are welcomed into the setting to settle their child. They have access to useful information about the Foundation Stage on display. They can access their children's developmental records and can approach the friendly staff to informally to discuss their child's development. On occasions they are invited to share written observations in the learning story. Parents are included in some current topics and activities through contributing items such as seeds and plants. However, parents are not kept fully informed to maintain their involvement and enable them to support children to continue learning at home in meaningful ways.

Children's well-being is adequately promoted with the setting generally working well in partnership with parents. Parents are not always kept informed of changes in everyday routines at the nursery. Ongoing daily exchange of basic information supports provision for children's changing needs. Attractive displays of information and newsletters provide parents with updates. There is no easily accessible basic written information about how the setting operates and no general complaints procedure specific to the nursery. This does not promote early resolution of concerns or complaints or support exchange of information with the regulator to promote children's well-being. The complaints file previously accessible to parents at the nursery is now not kept, preventing immediate access to this information.

Organisation

The organisation is inadequate.

Children benefit from the care of mainly qualified staff with varied experience and are not left alone with anyone not vetted. Recruitment and vetting procedures ensure that all staff have Criminal Records Bureau Disclosures and have completed a health form at the time of employment. Procedures followed on appointment of a manager are not fully comprehensive to ensure children are safeguarded. There are no robust systems that ensure consistency to check identity and monitor ongoing suitability of staff. Babies and children do not always have their care needs met by a consistent adult, failing to fully promote their well-being. For example, babies are fed and have their nappy changed by any adult caring for them, not necessarily their key worker, and this does not minimise the number of adults providing intimate care.

Staff do not follow the nursery's policies and basic procedures to promote outcomes for children. The staff have varied awareness and understanding of the National Standards and don't have the underpinning knowledge of why they complete tasks, such as risk assessment. The induction, supervision and appraisal systems in place are not effective to ensure that all staff have the necessary skills appropriate to their role to successfully promote the welfare of the children. The setting does not support individual professional development to a level where all staff have a clear understanding of their roles and responsibilities and are able to work together successfully to meet children's needs. The staff do not have a secure understanding of young children's development.

Staff attend training such as special needs, child protection and 'Birth to three matters' framework to update their knowledge on specific subjects. 'New practice' training organised by the setting's allocated health visitor is planned. Repeat training

needs such as first aid and food hygiene are not always identified promptly to enable staff to update certificates without them lapsing, reducing the number of staff with up-to-date knowledge to meet children's needs.

Leadership and management is inadequate. The provision has employed a link teacher to assist the staff in gaining a secure understanding of the Foundation Stage and to assist them in setting up effective planning and assessment. The staff within nursery education implement systems to enable the children to make some progress. The nursery education is not successfully developed, monitored and evaluated to ensure children's progress towards the early learning goals. Staff do not maximise spontaneous and every day learning opportunities to extend the children's learning.

Information about individual children is kept confidentially, both in the office and in rooms where babies and children are cared for. Records, policies and procedures are not complete to assure the safe and efficient operation of the provision and to promote the welfare, care and learning of children.

Overall children's needs are not met.

Improvements since the last inspection

At the last inspection the provider agreed to make improvements in response to four actions relating to care and one recommendation regarding nursery education. There has been some progress, particularly in the layout, planning and use of resources for children aged under three, providing them with a wide variety of experiences to meet their developmental needs. Use of outdoor space gives children regular opportunities to enjoy physical exercise and get fresh air, with buggies available to take the youngest children outdoors. This is linked to improved use of the 'Birth to three matters' framework to enhance care of the youngest children.

Organisation around meal times still means that some children become unsettled as they wait for food. Use of risk assessments has not been improved to ensure children's safety. The frequency of fire drills is now satisfactory. The original report from the fire safety officer is unavailable, with the nursery therefore unable to follow any recommendations. This compromises fire safety at the premises.

Working in partnership with parents and carers includes access to developed policies and procedures in the operational plan, with satisfactory changes to the behaviour management policy. However, this does not give easy access to basic written information about the setting and does not include a complaints procedure to enable all to work together to support the children's well-being. Child protection procedures remain incomplete, failing to assure children's welfare.

Supervision and more recently staff appraisals informally review ongoing suitability of staff, although there are no secure systems that ensure consistency of monitoring ongoing suitability. The key worker system is not used effectively to reduce the number of carers for individual children and provide for their needs. Gaps remain in staff knowledge of the settings policies and procedures, failing to support staff to work successfully together to meet children's needs. Staff use and understanding of

the National Standards is limited, with some staff admitting they have scant or no knowledge. This prevents practice to maintain acceptable standards at the setting.

The systems for planning nursery education, including observation and assessment do not ensure that individual needs of children are recognised. Staff do not provide challenge and support effectively to help children maximise learning opportunities to extend progress towards the early learning goals. Parents are not kept fully informed to allow their full involvement and enable them to support children to continue learning at home in meaningful ways.

The progress made, following actions issued as a result of the last inspection, has been insufficient in all areas to improve the outcomes for children.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop all staff's knowledge of the Curriculum guidance for the foundation stage, to ensure that the individual needs of the children are recognised and used to provide sufficient challenge across all areas of learning
- develop the systems of monitoring and assessment of planning and

assessment to improve the delivery of the Foundation Stage.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk