



Priory Day Nursery

Inspection report for early years provision

Unique Reference Number	EY275636
Inspection date	27 September 2006
Inspector	Lindsey Ann Cullum / Georgina Emily Hobson Matthews
Setting Address	The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW
Telephone number	01493 842424
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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 satisfactory. The registered person meets 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. A secure area is available for outdoor play. The crèche has a separate outdoor play area.

There are currently 90 children aged from 0 to under 5 years on roll, of these 35 receive funding for nursery education. The children come from the town, surrounding area and villages. Children attend for a variety of sessions. The nursery supports children with special needs and who speak English as an additional language.

The nursery employs 18 childcare staff. The manager is suitably qualified and has early years experience. Almost all staff have early years qualifications to level 3. Further staff are available to cover for holidays and sickness. The setting receives support from the link teacher and special needs co-ordinator (SENCO) service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children in the nursery and crèche learn about how to keep themselves healthy through daily routines and discussions with staff. Older children are able to access toilet and hand-washing facilities independently and are aware of the need to wash their hands before eating or after using the toilet. Staff follow effective procedures which ensure children are protected against the spread of infection, for example, wearing gloves and aprons whilst changing nappies and ensuring surfaces are cleaned with anti-bacterial spray after use. Appropriate systems have been implemented to monitor the cleanliness of the premises and resources, ensuring children are cared for in a warm, clean environment which promotes their health and well-being. Staff are aware of their responsibilities, for example, cleaning floors after lunchtime and covering tables with cloths before serving meals. Children's health is promoted as food is appropriately stored. Staff have attended food hygiene training and use suitable practices when preparing and serving meals. Parents are made aware of the setting's policies and practices with regard to caring for sick children, emergencies, medication administration and accidents. This contributes to children's ongoing well-being. Staff have current first aid certificates and first aid boxes are easily accessible, to ensure children's welfare in the event of an accident. However, staff do not always respond to accidents appropriately or follow established procedures for recording, which compromises children's welfare. Children's health and medical requirements are discussed with parents at the time of placement and relevant details recorded, in order that children may receive appropriate care.

Children's dietary needs are met and they are suitably nourished. The setting offers parents a choice of purchasing a hot meal or providing a packed lunch. Meals are planned to provide a varied, nutritious diet with emphasis on healthy eating. Many parents provide food for their children, the nursery staff have little input into the contents of these meals at this time, to ensure all children receive a balanced, nutritious diet. Children enjoy healthy snacks including cubed cheese, fresh pineapple or dried raisins and talk about how nutritious foods help to keep their bodies healthy during meal-times. Babies are provided with sufficient bottles of milk to meet their needs and are cuddled by staff, ensuring they are comfortable and happy whilst being fed. Meals are eaten at the table and are relaxed, social occasions where children learn become independent at feeding themselves. Children's special dietary requirements are identified prior to the commencement of care to ensure that parents' wishes are respected, any religious needs are met and that no child is put at risk from a reaction to food. Children help themselves to drinks from their own beakers or pour a drink from jugs placed on the table. These practices develop children's independence skills and help them to recognise when they are thirsty.

Children's healthy growth and development is promoted as they are able to rest or sleep according to their needs. Babies routines are respected and they are cuddled to sleep or settled

in a cot when they become tired. A separate sleep area in the baby room allows children to sleep undisturbed, ensuring they are well rested. The daily routine encourages children to engage in active play and have periods of rest, for example, whilst listening to a story or singing. Children benefit from time spent outdoors each day. They enjoy a range of activities which promote a positive attitude to exercise, for example, running around freely, climbing or kicking balls. Their co-ordination and physical skills are developed as they walk over a bridge, balance along the beam or manoeuvre wheeled toys with increasing confidence. Babies are gaining good control of their bodies. Suitable space and resources enable children to learn to crawl, pull themselves to standing, walk and climb with support from staff.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, safe and welcoming environment. Brightly coloured furnishings, resources and displays throughout the setting are attractive to children and stimulate their interest. Children benefit from being cared for in age appropriate group rooms which are suitably equipped to stimulate children's learning. Consideration has been given to the layout of rooms to provide areas for different types of play. This ensures young babies have safe space on the floor to practice the skills of rolling or crawling, contributing to their development. A separate sleep area in the baby room allows babies to sleep comfortably, whilst being easily monitored by staff to check their well-being. Low level windows enable children to see outside and provide natural lighting. Doors from each room lead directly into the outdoor play area, offering flexibility for children to play either inside or out as the doors are secured open in good weather. Effective security systems ensure that children are protected.

Children's independence is fostered as they are able to select from a range of suitably well maintained, toys and resources. Low tables and chairs enable children to sit comfortably whilst taking part in activities or enjoying meals together. Suitable nursery furniture, for example, feeding chairs or buggies have harnesses to keep children safe whilst they are using them.

Children's safety is promoted as risk assessments are conducted to identify hazards and appropriate steps taken to minimise these for children. Staff check their group rooms and outdoors daily and report any concerns promptly to management so these may be addressed, in order to safeguard children. Children benefit from appropriate levels of staff supervision. They are beginning to learn about keeping themselves and others safe as staff provide explanations about what might happen if they run indoors or use toys inappropriately. Systems are in place to record all accidents which management review regularly in order to identify specific hazards or patterns. Fire drills are conducted, involving all the staff, parents and visitors to the Centre. Management has recently decided to use a safer meeting point, however, this is not clearly identified on the evacuation plans displayed within the setting. There is a lack of clarity as to who is responsible for any visitors to the premises, which compromises adults and children's safety.

Children are protected as staff have a sound knowledge of child protection procedures and an understanding of their responsibilities towards children in their care. The Centre's procedure is on display in each group room so that staff are able to act promptly if they have any concerns.

Systems are in place to only release children into the care of other nominated adults in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and young children are happy and settled because staff are welcoming and provide lots of time and attention. Children have formed positive relationships with staff who offer cuddles or a lap to sit on. They respond positively to children's requests or gestures and give eye contact and smiles, which fosters children's self-esteem. Children are developing skills of sharing and playing together. Staff show their interest in what children are doing and join in their activities, for example, playing pee-boo with a child hiding in the wooden triangle. Children respond with smiles and experience pleasure in the activity, promoting their confidence. Children's play is enhanced as staff use their imagination, for example, adapting a familiar song to include dinosaurs in response to a child's particular interest.

Young children are provided with a broad range of activities and play opportunities, contributing to their development. They are able to choose freely and staff are guided by what the children want to do, fostering their independence. Children experiment with a choice of natural materials including shells, large pebbles, pine cones or fabrics, exploring with their senses. For example, using their feet to feel the texture and temperature of the pebbles. They respond positively to music, moving to the rhythm or pretending to sing along. Young children are supported whilst learning to walk or climb, enabling them to try new skills. Children are given praise and experience a sense of pride in their achievement. All children enjoy outdoor play where they can run freely, use equipment such as trikes, the slide or balance walkway, promoting their physical skills. Large containers hold materials such as wet and dry sand or small stones, enabling children to experiment with pouring and building. They use their imaginations, playing in the wooden house or building using large construction materials.

Group rooms are set out to continually provide resources and activities which promote different areas of children's learning. However, limited provision for spontaneous imaginary role play is available in the Seahorse room, which restricts children's imaginary experiences. Planning of activities for babies and young children is in line with the 'Birth to three matters' framework. Staff use their observations of the children to focus planning and enhance children's learning experiences, for example, providing exploratory play with bubbles following children's particular interest in this activity. Planning does not always accommodate children's different ages and stages of development, to challenge the more able children. Observations of children contribute to the children's 'Learning Stories' which are shared with parents. Children are reassured as they follow the familiar daily routine as they know what will happen next.

Children enjoy a wide range of activities within the crèche. The room is set out prior to children's arrival, including a planned creative activity to assist children in settling quickly. Staff are particularly sensitive towards unsettled children and tempt them to join in activities by making these fun. Children choose what they would like to do and are able to select additional resources from accessible storage. Staff support children's learning by joining in activities, talking and listening to the children and enabling them to try out new skills. Children are eager to play

outside and enjoy activities such exploring the sand, painting, riding trikes or listening to a story.

Nursery Education

The quality of teaching and learning is inadequate.

Children are making some progress towards the early learning goals. The delivery of nursery education is led by a skilled practitioner who has a sound knowledge of the Foundation Stage. Under the new management structure, a revised programme for children's learning is being developed. Members of the team have responded well to the recent management change. Although their knowledge and understanding of the Foundation Stage needs further development, they are enthusiastic and take ownership of their roles within the setting. They contribute to the planning and work together to provide fun, interesting activities for the children. As a result, at these times, children are focused and involved in their play and are able to make progress towards the early learning goals. Children ask questions, are keen to share information and respond positively to daily routines and staff's instructions.

Staff meet on a weekly basis and plan a range of practical activities for the children. These incorporate the current children's interests and abilities and cover all areas of learning for indoor and outdoor play. Staff are beginning to evaluate each activity to identify how successful the learning intentions have been and how to move the children on to their next steps in learning.

There are instances when team members spend too much time supervising and servicing activities. At these times staff fail to respond to unforeseen events, such as when a child is pulling a large plant. This could have been dangerous and occurred as a result of the child not being otherwise engaged. On occasions adults do not observe what children do and know to develop learning situations. They do not question or challenge the children to move them on. As a result the children are not focused or able to persist with activities.

The accommodation is generally organised effectively to support children's learning. Equipment is not arranged competently at all times, for example, when the seating arrangements at snack-time confuse the children. An attractive, child-friendly environment enables the children to freely explore a range of new experiences. Fresh flowers, interesting plants and a selection of natural resources provide opportunities to widen their knowledge. Children's achievements are celebrated in attractive displays around the room and their learning is extended with bright posters and photographs relating to the current activities. Children are able to self-select resources from low-level units and trays and to play at their own pace. When the team is attentive and alert, children are secure and they access, persist and complete activities with little assistance.

Children's communication, language and literacy skills are developing. At group times some children share information about their home life and previous events with confidence. All children ask questions and listen carefully to stories and instructions. They join in songs and action rhymes with enthusiasm and access and handle books with care. Children begin to understand that print has meaning by looking at the written word around the setting. A few

children can write their own names and adults scribe names for the others and encourage them to try. Practical activities provide opportunities for mathematical development. Children are completely engrossed in a game of skittles through which they count, estimate, form and recognise numbers.

Children are beginning to make sense of the world around them. They investigate and explore through first hand experiences as they observe snails in their habitat and examine fabrics at the local market. Children express ideas and thoughts through art, music, dance and imaginative play. For example, children imitate adults and small babies in spontaneous play revolving around a father and his son. They enjoy a wide range of physical activities and develop confidence and skills on large and small apparatus.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and those from differing backgrounds are welcomed into the setting. They experience a sense of belonging as they are greeted by staff on arrival, access pegs for their bags and belongings and settle quickly to activities. Children's individual needs are identified prior to commencement of care during home visits and settling in sessions involving the key worker. This practice enables staff to provide care which meets children's needs and accommodates parents wishes. Staff call the children by their names and regularly offer praise, for example, 'Well done for listening.' This fosters children's confidence and self-esteem. Children are helped to develop a positive attitude to others as images of the different people that make up our society are displayed, resources reflect diversity and the children are involved in celebrating various festivals.

The provision is pro-active in ensuring appropriate action is taken when a child is identified as having additional learning needs. The setting works with parents and other relevant parties, however, there is a lack of co-ordination in their approach. This is particularly apparent when children move from one group room to another and change key workers. Limited consultation and planning between key workers and the Special Needs Co-ordinator has hindered staff from meeting individual children's needs effectively.

Children behave well and respond positively to daily routines and to staff's instructions. A calm environment is maintained and generally staff in this area are consistent in their approach. In some instances adults do not address inappropriate behaviour and depend on other members of the team to take control. Children are learning to share, to take turns and to have respect for each other. They are keen to share news with adults at group times. Children are beginning to initiate conversations as they play alongside each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is satisfactory. Children benefit from the positive relationships which have developed between staff and their parents. Staff are available to speak to parents on arrival and departure and there is a useful exchange of information daily. Younger children's parents receive information about their daily care in the form of a diary sheet which records care, feeding and sleep patterns and activities enjoyed during the day, to keep them informed about their child's care. Effective systems are in place to help children settle into the nursery,

including a home visit by the child's allocated key worker, where parents are able to share information about their child's needs. Useful information is provided in displays around the nursery on the 'Birth to three matters' framework, the Foundation Stage Curriculum, policies and additional services provided within the Centre. Parents are advised about the procedures for making complaints and a complaints log is available. Children's assessment records are available to parents at all times so they are able to share in their child's progress.

Organisation

The organisation is satisfactory.

Children benefit from the care of suitably qualified and experienced staff. Appropriate recruitment and vetting procedures are used to assess the suitability of employees, however robust systems are not in place to monitor the ongoing suitability of staff. An extremely comprehensive operational plan is in place in order to support the children's care and well-being as outlined in the improvements section of this report. The new management team has a clear vision of how the nursery should operate and a commitment to improvement. The team has identified the group's weaknesses and has implemented new policies and procedures to address these. All staff members understand basic childcare and have reassessed their roles. Systems are in place for evaluating individual staff member's progress and for a continuous assessment of the strengths and areas for development within the setting.

The quality of leadership and management within the nursery education is inadequate. The overall improvement made within the nursery by the new management team has not had a significant enough impact on the delivery of the Foundation Stage curriculum. This means that children are not provided with a consistently satisfactory level of nursery education.

Overall, the needs of the children who attend are met.

Improvements since the last inspection

Care:

At the last inspection, the quality of care provided was judged to be inadequate, as a result a compliance notice was issued relating to standard 6 (safety), standard 7 (health) and standard 13 (child protection). The setting was required to demonstrate staff had a clear understanding of their role and responsibilities to organise the provision to meet the needs of children, promote safety in the setting, provide adequate standards of hygiene and promote children's good health. The setting was also required to comply with the Fire Officers recommendations, develop policies and procedures on child protection, complaints, accidents and fire safety, maintain an accurate daily register of attendance, and comply with regulations relating to food safety and hygiene.

Since the last inspection a new manager has started working, who along with the Deputy and Operational Manager have been instrumental in drawing the staff team together and responding positively to meeting the requirements of the compliance notice. A four-day training opportunity was attended by all of the staff to improve performance throughout the setting. Subsequent to the training all staff have met with their managers and reviewed their practice, identifying

any areas for development. The group training improved the confidence of individuals and a team-working approach. There are systems in place to promote safety and the risk assessment process has been implemented successfully. The recommendations from the Fire Safety Officer have been acted upon, and fire safety procedures are in place, although one further recommendation is made as a result of this inspection. Processes to keep the premises hygienic and food preparations systems are improved to promote the children's health. The child protection policy and procedure have been reviewed and systems are in place for staff to follow, with training arranged for key personnel. Statements show how the setting will deal with an accident or a fire and a procedure has been implemented for parents to know how to make a complaint or raise a concern. The children's attendance is recorded accurately. The organisational plan for the setting is collated and well organised; there have been changes to a number of key policies and procedures and additions to the plan.

As a result children are adequately cared for in safe, clean premises by staff who understand their roles and use the systems in place to offer a satisfactory level of care.

Nursery Education:

At the last inspection the quality and standards of nursery education was judged to be inadequate. Two actions were raised around staff knowledge of the Curriculum Guidance for the Foundation Stage and the systems for monitoring and assessing children's learning.

Subsequently the nursery stopped using systems that were in place. Management has created new systems and implementation of these has begun. Staff knowledge of the Foundation Stage has been reviewed and weaknesses identified for development but these are not yet resolved.

Consequently, significant progress has not been made with ensuring that the individual needs of children are recognized or that sufficient challenge is provided through the delivery of nursery education. As a result a further action is required following this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 satisfactory. The registered person meets 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

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- record accidents promptly and advise other staff members of these incidents in a timely manner
- review emergency evacuation procedures
- develop planning for children under three to incorporate imaginary play provision and to accommodate children's different stages of development
- ensure that staff respond to unforeseen events at all times
- formalise the arrangements to provide co-ordinated support for children with additional learning difficulties
- ensure that staff understand their ongoing responsibility to declare any offences or orders which may affect their suitability to care for 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:

- ensure that all staff have a satisfactory level of knowledge and understanding in order to deliver the curriculum within 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 *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk