



## Primley Park Children's Nursery (Moortown)

Inspection report for early years provision

<b>Unique Reference Number</b>	510087
<b>Inspection date</b>	30 October 2006
<b>Inspector</b>	Ann Webb
<b>Setting Address</b>	437 Street Lane, Moortown, Leeds, West Yorkshire, LS17 6HQ
<b>Telephone number</b>	0113 2688221
<b>E-mail</b>	
<b>Registered person</b>	Primley Park Childrens Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Primley Park Children's Nursery (Moortown) opened in 1996. It operates from detached premises in Moortown on the outskirts of Leeds using four playrooms, associated facilities and an outdoor play area.

There are currently 73 children aged from three months to five years on roll. This includes 15 funded three and four-year-olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities.

The nursery operates five days a week all year round and is open from 08.00 until 18.00.

There are 17 members of staff working with the children, of which 15 members of staff have early years childcare qualifications, one member of staff is working towards a National Vocational Qualification Level 2. The setting receives support from an advisory teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children have good opportunities to experience healthy meals and snacks, for example, a four weekly menu for summer and winter includes fresh fruit and vegetables each day. Children enjoy a hearty meal, such as savoury casserole with green beans and carrots and eagerly ask for a second helping. At snack time the children help themselves to fruit, they are beginning to understand that some ingredients are good for them and say that carrots make you big and strong. The children know that when they are thirsty they are able to help themselves to a drink of water.

Hygiene routines are generally well promoted. For example, the children know that they need to wash their hands before they have a meal and after they visit the toilet, however, when helping themselves to raisins from a dish they do not always wash their hands. This increases the risk of the spread of infection. The staff consistently follow good hygiene routines when changing children, for example, they wear protective clothing and wipe down surfaces after each use. They ensure that areas used by the children are clean and encourage the children to help prepare tables before they eat.

There are good opportunities for the children to have fresh air and exercise. The outdoor play area is well equipped with apparatus to climb, balance, slide and swing. The children use the equipment and toys with enthusiasm and enjoy riding tricycles and running with their friends. Indoors there is ample space for all the children to play and move around in comfort. The younger and less mobile children are able to practise their crawling and walking skills supported by the staff and appropriate resources. The older children spread themselves on the floor to play with cars and construction toys and move around with confidence and good coordination.

The children are able to rest and to sleep according to their own sleep patterns and parental wishes. They sleep on mattresses and in cots and are provided with individual bedding. Their health and well-being is further promoted through a clear sick children policy and the effective management of children's illnesses.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are cared for in a safe and secure environment. The staff have good understanding of safety issues and take all reasonable steps to minimise hazards to children. For example, risk assessments are conducted for both indoors and outdoors and children are fully supervised at all times. Furniture and equipment is safe and in good condition, it is stored safely and accessibly, enabling the children to have independent access. Resources used for the care of babies are

suitable for their use and the ages of the children, for example, high chairs are fitted with safety harnesses. All the required safety features are in place, such as first aid kits and socket covers.

The premises are secure and, therefore, the children are unable to leave unattended, additionally the staff monitor access well and ensure that there is a concise record of all visitors. Attendance records clearly demonstrate when staff and children are present. The staff encourage the children's understanding and learning about keeping themselves safe, for example, they remind them not to run indoors, to fasten their shoe laces and to take care when accessing stairs. Additionally, children are involved in rehearsing emergency evacuations at regular intervals.

The children's safety is further promoted as the staff have a good understanding of child protection and the Local Safeguarding Children Board procedures. They are familiar with the procedures to follow if concerns are raised and the relevant guidance and contact numbers are easily available. The staff have received appropriate child protection training and fully understand their roles and responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children play with a mostly good range of toys and resources which are suitable and stimulating for all ages of children. However, not all areas for browsing books have sufficient choices for reading and are uninviting to children. All the children participate well in creative activities and enjoy painting, sticking, model making, sand and water. The youngest children explore sensory resources which they can see, hear and touch, such as musical toys, sand, heuristic play with brightly coloured fabrics and natural materials.

The children are well settled and comfortable in their surroundings, for example, they know where resources are stored and can successfully locate areas to return toys at clear up time. They are familiar with routines and are able to help themselves to equipment, drinks and snacks.

The staff have a good understanding of the developmental needs of all the children, and through their knowledge of the 'Birth to three matters' framework they plan and implement a good variety of learning experiences for all children. They create opportunities for the children to practise their independence skills, for example, pouring their own drinks and choosing their own activities. Consequently, the children are relaxed, confident and able to make their own needs known.

### **Nursery Education.**

The quality of teaching and learning is good. The staff have a clear understanding of the Foundation Stage and plan a wide range of educational experiences for the children. They record the children's progress effectively in individual profiles giving a good range of examples of how children progress towards the early learning goals. Children make good progress in all areas of learning. However, during story and song time the staff do not always recognise when children are expressing their creativity and individual ideas. They miss the opportunity to encourage the children to express themselves and make suggestions. The staff take a positive approach to behaviour management giving lots of praise and encouragement, consequently

the children behave well and know what is expected of them. The interaction between the children and the staff is good. The staff take the time to talk to the children and to extend their vocabulary by introducing them to new words, such as octopus and tentacles. Resources are well organised, labelled, easily accessible and support the children's learning effectively.

The children are interested in all the activities provided and join in enthusiastically with their peers. They are developing good mathematical ideas and language. They spontaneously count familiar items and during focused mathematical activities they recognise written numerals representing sausages and currant buns. They are familiar with action song which require their participation and eagerly volunteer to stand up and sing. They use their developing mathematical ideas in activities, such as construction and sand play, lining up train tracks to follow a set pattern, organising blocks in size and shape and sorting items into groups of colours.

During role play they confidently express themselves and act out scenes which they are familiar with. Two children feed dolls using spoons and plates, they wrap up their dolls and make them comfortable in the cot. Another child speaks on the phone and writes her information into the diary. Children are inspired by a large pumpkin placed on the painting table, they examine its texture and discuss its shape and colour, they then paint their own image of the pumpkin.

The children are very independent and confident to contribute toward their own care needs, for example, they help with clearing tables for lunch, visit the toilet independently and know when they need to wipe their noses. They are able to express their own needs and feelings, such as choosing which fruit they would like at snack and asserting themselves when other children spoil their sand castle.

Older and more able children take a positive approach to information technology. They successfully complete simple programs using the mouse, they understand that the mouse moves the cursor through the program. Children are interested in living things and closely watch the fish in the tank, they describe how it opens its mouth to eat food and that it swims to the top of the water. Other children playing with replica sea life creatures want to know about the octopus and why it has so many legs.

### **Helping children make a positive contribution**

The provision is good.

Partnership with parents is good. The staff work closely with parents to meet the children's individual needs. For example, there is a key worker system in place which ensures that parents are able to develop a rapport with a familiar member of staff. Good information is collected about children and their families, such as all about me files, baby's routines, health history, likes and dislikes.

Information regarding the 'Birth to three matters' framework and the Foundation Stage is provided in written leaflets, and additionally there are two parents' evenings per year where further details of children's development and progress are discussed between staff and parents. Notice boards and a parents' guild provide general information and details of current and special events. Parents can be involved in their children's learning through a question of the week

where they help children to recognise their own name. They are also encouraged to contribute items from home for themed activities.

The children gain a broad understanding of their local environment and of the wider world through a good range of resources and activities, such as books, puzzles, small world figures, dressing up clothes and posters. They visit the post box to post letters, take local walks and visit the library. The children's spiritual, moral, social and cultural development is effectively promoted.

There are successful systems in place to support children with learning difficulties and disabilities. For example, the staff receive relevant training and liaise with other agencies, parents, children and staff. The staff manage the children's behaviour well, they give lots of praise and encouragement for good behaviour and give clear explanations where behaviour is unacceptable. Consequently, the children understand their boundaries and know what is expected of them. The children are encouraged to share and to take turns through working together in groups. They are able to make their own decisions, for example, which fruit they would like at snack time and ask for help from adults to cut up their food.

## **Organisation**

The organisation is good.

The setting is well organised with all the required records and documents in place. Confidentiality is effectively maintained with all personal details locked away securely. The children are cared for by a good level of qualified and experienced staff who continue to improve their childcare knowledge and understanding through attending regular training events, such as child protection, first aid and the 'Birth to three matters' framework.

Leadership and management of the nursery education is good. There are clear systems in place to monitor the effectiveness of the educational program. For example, advice is sought from the advisory teacher, regular observations of children's progress are monitored and are used to identify any areas of weakness. An action plan is prepared to develop any areas for improvement.

There is a clear management structure in place which offers support to staff at all levels through a comprehensive induction, staff meetings and yearly appraisals. Systems to determine staff suitability are robust, for example, evidence of qualifications are sought and background checks are undertaken. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery were asked to make improvement to safety with regard to the practice of emergency evacuations and the staff's knowledge of child protection. They were also asked to include information regarding Ofsted's contact details in the complaints procedure and to improve children's toilet facilities with regard to privacy. The nursery have increased the frequency of emergency evacuation rehearsals, and all staff have attended child protection training and fully understand their roles and responsibilities. The complaints procedure

is amended to include contact details for Ofsted and toilet areas are fitted with doors to preserve children's privacy. These improvements contribute significantly toward the safety and health of children and partnership with parents.

### **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- improve health and hygiene practices with regard to the self-selection of fruit
- ensure that story areas are interesting and inviting and that they contain sufficient books.

#### **The quality and standards of the nursery education**

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

- ensure that children's imagination and creativity is acknowledged and valued and ensure that the planning clearly outlines intended learning outcomes with regard to story and song time.

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](http://www.ofsted.gov.uk)