



## The Priory Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	508306
<b>Inspection date</b>	17 October 2006
<b>Inspector</b>	Elaine Marie McDonnell
<b>Setting Address</b>	The Monastery, 18 Grange Close, Grangetown, Middlesbrough, Cleveland, TS6 7LD
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<b>Registered person</b>	(Proprietor) Mr Robert Cook and Mrs Yvonne Cook
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

The Priory Day Nursery is one of three provisions owned by Mr and Mrs Cook. It was registered in July 2000 and is situated in a large, self-contained detached property in the Grangetown area of Cleveland. Full day care and out of school care is provided to children from the local and wider communities and some children are escorted to and from local primary schools. There are four day care rooms on the ground floor plus a sensory room. The first floor of the building is used for out of school and holiday care. All children share access to an enclosed outdoor play area.

The provision operates from 07.30 to 18.00 each weekday, all year round. There are 40 children on roll aged from nine weeks to 10 years. There are currently no children with learning difficulties

or disabilities attending the setting and there are no children in receipt of funding for nursery education.

There are eight members of staff employed to work directly with the children, plus a trainee student. Most staff members have an appropriate level three qualification in childcare or are working towards this. Additional staff are employed to undertake domestic and cooking duties.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy as staff follow good health and hygiene procedures. For example, regular hand washing routines are in place and staff wear disposable gloves and aprons when serving food. Different aprons are used for nappy changing duties. Some of the older children understand simple, good health and hygiene practices and know that they wash their hands 'to get the germs off'. Appropriate accident and illness procedures are in place to protect children's overall health. Medication and accident records are available, are well kept, up to date and are signed by parents. Appropriate first aid boxes are available both in the nursery and on the bus used to collect children from schools.

Children are very well nourished. They receive a variety of nutritious, freshly cooked meals and healthy snacks. Their health and dietary needs are met as staff work well in partnership with parents to obtain written details about individual dietary requirements. Snack times and meal times in most rooms are relaxed, enjoyable and sociable occasions. However, tea time in the after school club is less relaxed and organised. Children have opportunities to learn about healthy living during the daily routine, for example, at snack and meal times they discuss what foods are good for them.

Children have good opportunities to be involved in physical activity both indoors and outdoors. They use different sized cardboard boxes to climb in and out of indoors and use a range of large physical play equipment outdoors. Children can also rest and sleep according to their individual needs and routines.

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

The provision is good.

Good steps have been taken to ensure that children are cared for in secure and safe environment. For example, the premises are kept secure, a record of visitors is maintained, risk assessments are conducted and are reviewed and regular checklists for different areas of the nursery are also undertaken. Good steps have been taken to ensure that children are kept safe when playing outdoors and when on outings. The outdoor play area is secure, procedures for outings and for collecting children from local schools are in place.

Children are cared for in a warm and welcoming environment where activities and play materials are easily accessible for them. They have access to a good range of toys, equipment and furniture and rotas are in place to ensure that resources are regularly checked and cleaned and remain

safe and suitable for children's use. Children learn to keep themselves and others safe with appropriate explanations from staff. For example, when asked not to climb in case they fall. They also participate in regular fire drills.

Children are appropriately protected because staff understand their role in relation to child protection and are able to put procedures into practice when necessary. Several members of staff have had access to training in relation to child protection issues and future training is planned for other members of staff.

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

The provision is satisfactory.

All children are involved in a good range of activities that cover all areas of development. For example, children in the pre-school room enjoy playing with water, painting, being involved in a colour and shape sorting activity with a member of staff and physical games. Children in the baby room have easy access to a range of books, activity toys and treasure baskets. Children in the out of school club also have access to a good range of resources and have opportunities to promote independence when cutting up fruit for tea time.

Children develop confidence and self-esteem well when praised and encouraged by staff for their efforts, such as when persisting with a programme on the computer and when demonstrating good manners. However, staff supervision of children in the after school club is not effective enough to help children learn about what is right and wrong, as some incidents of unacceptable behaviour go unnoticed by staff.

Children in the pre-school room show interest in what they do and get excited about the computer being switched on. They are encouraged to answer questions to aid their learning and understanding. For example, staff ask 'what do we have to do to a banana and an orange before we can eat it?' Children have good opportunities to be independent and use their initiative when deciding what to play with, when pouring their own drinks, chopping fruit and when putting on aprons. Children are acquiring new skills and knowledge when learning colours and shapes, they respond to challenge and concentrate well when using musical instruments, when using the computer programme and when playing with the water and painting. However, there are limited opportunities for children to learn about wider society and the cultural beliefs and traditions of others. Staff have a satisfactory understanding of 'Birth to three matters' and the framework is appropriately implemented.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Children are working well within their limits and are making satisfactory progress towards the early learning goals. They relate well to staff and peers and make attachments to members of the group. Children show increasing independence when selecting and carrying out activities and persist for extended periods of time in chosen activities, such as when playing with water and when using the computer. They show pride in their achievements when showing others their art work. Children listen to others in one to one and small group situations when conversation interests them. They have emerging self-confidence to speak to others about wants and interests, for example, when telling staff

that they want more food, what they want to play with and when they want to go outside to play. Some children can talk tasks through by explaining what they are doing, such as when drawing a hippopotamus on the computer. They enjoy rhyming actions and making different sounds with musical instruments. They have favourite books and handle them carefully. Children show an interest in numbers and counting throughout the daily routine, for example, when counting how many plates and cups are needed for how many children at snack time. Some children can compare two groups of objects and recognise when they have the same number, colour and shape, such as when they are involved in a sorting activity with staff.

Children happily investigate construction materials and design 3-D models with a specific outcome in mind. They realise that tools, such as glue sticks, paint brushes and the mouse from the computer are used for a purpose. Children show an interest in information technology and enjoy using the computer to draw pictures. They have opportunities to learn about the local environment when visiting the local library. However, children have limited opportunities to learn about other cultures and beliefs. Children negotiate space successfully and show respect for other children's personal space when spinning around and climbing in and out of cardboard boxes. They enjoy activities and routines requiring hand and eye co-ordination, such as drawing, painting, gluing, using a mouse and pouring their own drinks. Children enjoy joining in with favourite songs and show an interest in the way different musical instruments sound. They enjoy creative activities but there are few opportunities for children to be spontaneous and use their imagination. For example, most of the creative activities they are involved in have a specific outcome that they have to achieve, such as drawing or painting a hippopotamus. Also, children's imaginative role play is sometimes hindered by staff, such as when children are designing a pattern with cushions, or spinning around with them, and are asked to put them back. Children's spiritual, moral, social and cultural development is fostered.

Children make appropriate progress in relation to their starting points. Staff have an acceptable knowledge and understanding of the Foundation Stage and of how young children learn and further training for staff is planned. The learning environment and programme of activities is appropriately planned to provide a broad and balanced range of activities and experiences across most of the six areas of learning and is appropriately suited to meet the needs of the children. Most activities reflect the community the children come from. Teaching of different areas of learning satisfactorily meets the needs and interests of the children, helps them to become focused, most of the time, and able to resist distractions. However, sometimes children's imaginative play is restricted by staff. Methods of teaching, expectations and questions appropriately challenge and support children's learning and understanding. Staff assess the children when they move up to other rooms and then once a month thereafter. Progress is the same in all areas of learning. Staff use time and resources well and the layout of the pre-school room supports children's easy access to resources. Assessment is suitable and sufficiently rigorous enough to be used effectively to plan the next stage in children's play and learning. Assessment records give a clear picture of children's progress.

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

The provision is good.

Equal opportunities is appropriately promoted as all children are included and involved. Staff complete regular assessments or observations of each child and are aware of their individual stage of development. Appropriate procedures are in place for the identification and assessment of children with learning difficulties or disabilities.

Children enjoy the nursery and its activities and are settled and happy. They enjoy positive relationships with peers and adults, including domestic and cooking staff. Children are generally well behaved and take responsibility. They are beginning to understand and respect the values and feelings of others, however, this can be inconsistent.

Partnership with parents is good. Parents receive good quality information about the provision and about the educational programme. Parents are informed of current themes and of what their child will be learning and are sometimes involved in nursery activities, such as when fundraising for different children's charities. Parents are kept informed about children's progress and achievements through regular discussions with staff and through the daily sheets which include what children have eaten, played with and any sleeps they have had. Parents also have access to their child's development records. The setting actively seeks parents' views and comments. Questionnaires were sent to parents last year and all those returned are positive.

## **Organisation**

The organisation is good.

Recruitment and vetting procedures are rigorous and robust enough to ensure that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff training needs are effectively assessed and all staff have access to ongoing training and development courses.

Staff have high regard for the well-being of all children. Adult-to-child ratios are effectively maintained throughout the day and overall, children receive good adult support and attention. Group size and deployment of staff contributes positively to children's care, learning and play. Children are currently cared for in two or three age groups rather than the previous four, however, this does not have an adverse effect on their overall care and learning. Overall, the provision meets the needs of the range of the children for whom it provides.

All documentation required for the safe and efficient management of the provision is available and up to date, however, hours of children's attendance are not always recorded fully. Policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff are aware of policies and procedures and these are implemented effectively.

The leadership and management of the provision is satisfactory. The leader has a clear vision for the overall management and improvement of the nursery which includes the educational programme. The leader sets clear actions leading to improvements in the organisation of nursery education and the outcomes for children. Staff and children are well motivated and the leader

acts as a good role model and builds committed teams. The provision is appropriately managed and monitored, staff are involved in appraisals and staff meetings and have good access to ongoing training and development courses. A basic induction procedure is in place for new staff members. The leader and staff appropriately monitor and evaluate the curriculum and actively seek parents' views about the provision as a whole.

### **Improvements since the last inspection**

At the last inspection the provider was asked to improve the deployment of staff and staff's use of time and resources. This has now been addressed and staff deployment and use of time and resources effectively contributes to children's care, learning and play.

The provider was also asked to ensure that food is served at an appropriate temperature and that fresh drinking water is available at all times. These recommendations have been addressed and children have easy access to drinking water and food is sufficiently cooled before being served to children.

The provider was asked to improve the environment for babies by ensuring that sufficient furniture, including domestic style furniture, and equipment is available for them. The red room has been refurbished and both this room and the younger baby room contain some domestic style furniture, such as a chair, footstool and bean bags and a sufficient range of equipment is now readily available, promoting children's enjoyment and physical skills.

The provider was asked to improve or extend documentation, such as medication and accident records and the behaviour management policy. These have been improved and support the good organisation of the provision.

The provider was asked to improve safety by ensuring that tools are made inaccessible to children. Children's safety has been improved as these are no longer accessible when children pass through the garage area.

The provider was also asked to plan a range of activities and play opportunities for children's language development in the red room. The red room is not currently being used but the 'Birth to three matters' framework has been introduced and is appropriately implemented to promote young children's development.

In relation to nursery education, the provider was asked to develop the assessment system so that it is used to inform future planning. This has now been addressed and the planning allows for children to receive sufficient challenge across most areas of the curriculum.

### **Complaints 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. 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 QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are satisfactory.

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### 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):

- ensure that adult supervision of children in the after school club is vigilant enough to help children learn about what is right and wrong
- ensure there are more planned activities to help children become aware of wider society, including other cultures and beliefs (also applies to nursery education)

#### 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 there are more planned activities to promote children's creativity and imagination.

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