

# Priory Day Nursery

Inspection report for early years provision

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**Unique Reference Number** EY275636

**Inspection date** 16 May 2007

**Inspector** Susan Cox

**Setting Address** The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW

**Telephone number** 01493 842424

**E-mail**

**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*

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

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Priory Day Nursery is run by Great Yarmouth Community Trust and is part of an original Sure Start Programme which has designated Children's Centre status in the centre of Great Yarmouth. The nursery opened in September 2004. The centre comprises of a day nursery which opens each week day, from 08.00 to 18.00, with the exception of bank holidays, the period between Christmas and New Year and six training days. A crèche operates term-time only to support parents and carers attending the centre and there are a variety of courses and drop-in support groups for parents, carers and their families. All services are housed in a purposely converted building with outdoor play areas for the children.

A maximum of 50 children may attend the nursery and 15 children may attend the crèche at any one time. The nursery children are grouped by age into three playrooms. There are currently 84 children aged from 12 weeks to under five years on roll, of these 41 receive funding for nursery education. The children come from the town, surrounding area and villages. Children attend for a variety of sessions. The nursery and crèche support children with learning difficulties and/or disabilities and those who speak English as an additional language.

A board of trustees oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall chief executive who is supported by a management team which includes the nursery manager and children's centre managers.

The nursery employs 14 childcare staff with an additional three support workers; of these 15 hold appropriate early years qualifications and one is currently training. The manager is suitably qualified and has early years experience. Further staff are available to cover for holidays and sickness. As a nursery in a children's centre there is input from the early years support teachers.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as staff obtain relevant information from their parents to meet their medical needs. Care plans are in place for children needing specific medical care. These have been developed with the help of relevant health professionals and parents so that staff may care for the children appropriately and take emergency action as may be needed. If children become unwell they are monitored and the situation assessed with parents being called to consider what action to take. Staff are aware of when it is best to exclude children until they are well. This helps minimise the risks of passing on infections and other children becoming unwell. Children are learning how to manage their personal hygiene and older ones are doing this well. Little ones are sensitively supported as they learn how to use the toilet and babies are changed with sensitivity often having a song sung to them or chatter about what they can see to make this an enjoyable time. If children have an accident they are cared for by staff who hold current first aid training. However, the first aid boxes are not up to date to ensure children may be treated appropriately.

Children's dietary needs are met in partnership with their parents. Staff are aware of allergies or special dietary needs and ensure these are respected. Children who have lunch cooked on the premises enjoy a range of interesting meals which helps to encourage the eating of a balanced diet. Fresh and dried fruits are often provided for snack and toast and a range of savoury items help children learn about healthy eating at snack times. Children who have a packed lunch have their dietary needs met by their parents. Babies are cuddled to be fed their bottles to meet their emotional needs and ensure they remain safe. As they learn to feed themselves they are often supported to make sure they have enough to eat. Children are learning more about what is good for them as they chat to staff and take part in activities such as cookery or sometimes help to prepare their own snack.

Older children and toddlers love to be active and enjoy a range of activities in the fresh air most days, often with free-flow play enabling them to play inside or outside as they wish. They are learning how their bodies work and a range of skills as they run, climb, balance, ride wheeled toys and play with a variety of balls, hoops and small equipment. Opportunities for children under the age of two to go outside are limited. As a result, some children may not have sufficient time outside or the opportunity to play in the fresh air to help them stay healthy and learn a range of appropriate skills. When children are tired they rest according to their individual routines. Older children relax on comfortable furniture or large cushions and some little ones sleep comfortably in cots. However, babies often sleep in bouncy chairs and some toddlers in a buggy which does not allow them to rest appropriately.

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

The provision is satisfactory.

Children benefit from being cared for in premises that are bright, attractive and child-centred. Playrooms have appropriate facilities for children to play with easy access to the outside areas. Each room has been considered for the age of children being cared for; a safe area is provided for babies to play on the floor in the baby room and in the crèche. Older children freely access the toilets enabling them to be independent and manage their personal hygiene well. Although lunch is cooked elsewhere on the premises a kitchen area off the older children's playroom enables staff to prepare a hot tea for the children. Children also use this area, under supervision, for snack and some activities as it has been made appropriate for their use. Attractive displays of information, children's work and the layout of the rooms makes this a welcoming environment for children and their parents.

Children's safety is often well promoted. Staff supervise them well and the premises are secure to prevent children leaving without supervision or unauthorised persons having entry. Risk assessments are conducted and action taken. However, these are not fully effective as staff have not recognised some potential risks to children. For example, children could possibly access the storage area in the outside area where there is wood with protruding nails stored and the emergency evacuation gate from the play area is difficult to open which may prevent easy exit in an emergency.

Children enjoy playing with a good range of bright and attractive resources in each room, the crèche and outside play area. Staff monitor what is available to them to ensure it is safe and appropriate for their stage of development. A range of equipment and furniture is used but not always well-organised, for example, to ensure babies have appropriate sleeping facilities or sit together to enjoy meals.

Children are generally protected as many staff have a clear understanding of child protection issues. Procedures are in place to help them report concerns appropriately and these are displayed so parents are aware. However, some staff do not realise the importance of promptly checking with parents if children arrive with an injury. As a result, there is potential for concerns to be missed and children not to be fully protected.

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

The provision is satisfactory.

Children are generally happy and settled. In the crèche and the older playrooms they receive a good balance of play and activities to support their care and learning with staff usually providing sensitive care and support. Learning opportunities that arise from children's play are developed well and good questions are asked to help children think about what they are doing and assist their learning. Children enjoy playing in the fresh air and staff realise that many children learn best in an outdoor environment so ensure a range of activities are on offer inside or out to meet their needs. Children make many of their own choices and often organise their play independently using the good range of resources confidently. They are making friends and learning to play together. Staff often give gentle reminders to help them learn how to manage their behaviour; as a result many children behave well. Key workers write up children's 'learning stories' and these provide an attractive record of their progress. Staff are beginning to plan the next steps in children's learning to help them all make progress. Children are forming secure relationships with the staff and are happy and confident in their care.

Children under the age of two do not always receive the support and encouragement they need. Sleeping arrangements and meal times are often not well-organised and there are insufficient opportunities for children to spend time in the fresh air and play outside. Although some sensitive care is given, at times children lack positive interaction with staff and do not have sufficient to play with. As a result, some children are passive and are not always having their needs met.

## Nursery Education

The quality of teaching and learning is satisfactory. Children are now making progress in all areas of their learning as the staffing of the room has been changed and staff have taken training to help them provide the required curriculum. Planning is based on children's interests and staff respond well to learning opportunities as they arise. As a result, children are generally happy and eager to learn often concentrating well and listening to and following instructions when needed. Children chatter freely knowing staff will listen to them and value what they say and do. Praise and encouragement is used freely and this promotes children's self-esteem effectively. There is much fun and enjoyment.

Children's work is recorded and shows how they are making progress in each area of learning. However, staff have yet to develop robust systems to ensure the next steps in their learning are planned and met to ensure all reach their full potential. Children's behaviour is generally good. There are some children who may be disruptive at times and staff have not developed strategies to manage this behaviour effectively. Consequently, children are not always able to concentrate and take part in the activities provided.

Children are often eager to learn and take part in the wide range of activities. Most are independent in their personal care, manage their coats and find aprons to wear when taking part in messy play. They confidently select equipment and organise their own play at times, for example, when 'making dough and baking in the bakery'. They decide when to have their snack and play either inside or outside as they wish during much of the session. They are making friends explaining 'this is my friend, he comes and cuddles me. I like him'. Good relationships are developing with staff and children are confident to ask for help and follow instructions well. Children are learning how to communicate well and love to share books with staff. They chatter freely as they play and respond to questions that make them think. Most children enjoy making marks and some are able to write and recognise their own name with older children sounding out some of the letters and recognising friends' names. Children count frequently with some managing to count accurately above 10. They think about shapes as they play with the dough and love finding out that if they cut a square they can make two triangles. They weigh out ingredients for cookery and consider how much sand they need to fill their bucket and think about how heavy it is.

Children learn about the weather and enjoy the plants in the tubs considering their colours and smells. They make models and many are confident in using the disc player. Celebrating festivals such as Divali helps them understand about the wider world. Children love to be active and run and play outside practising a range of physical skills. They are finding out how their bodies work, put coats on if cold and realise they get hot when they exercise. Children enthusiastically explore their creative skills; they paint using a range of brushes and decorating the wall in the outside area is popular. Children act out real and imaginary experiences and there is great excitement when they suddenly find 'frogs and bugs in the bakery'.

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

The provision is satisfactory.

Children generally receive a warm welcome and staff know them well. Younger children are cared for according to their individual routines as agreed with their parents. Children are learning about the wider world as they play with a range of resources that reflect our multi-cultural society. Those who speak English as a second language are supported as they become bilingual and help is available for children and their parents through support workers and translators linked to the centre. Children with additional needs are fully integrated. They take part in the range of activities with additional support as required. Caring relationships are developing and help from other professionals is welcomed; staff work in partnership with them and the children's parents to meet the children's needs. Children's behaviour is often good. This is because staff are positive role models and implement the behaviour management policy well. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. They receive clear information about the care and education their children receive. Some take the opportunity to see and contribute to their children's 'learning story'. A daily exchange of information ensures all remain up to date to meet children's needs. Staff have a clear understanding of how to deal with any complaints received and maintain a log as is required. Parents express their satisfaction with the service provided for their children.

## **Organisation**

The organisation is satisfactory.

Children are cared for by staff who are suitable for their role as appropriate checks have been completed. They ensure children do not have inappropriate contact with persons who have not been vetted and that they are supervised at all times for their safety. Most of the staff are very well qualified and many use their skills and experience well as they work with the children to meet their needs. Training in 'Birth to three matters' has taken place but this is not always reflected in the care of the youngest children. Children generally enjoy a good balance of activities using the space within the nursery and outdoors confidently. All the required documentation is in place, and readily available as required, to support children's care and welfare. Overall children's needs are met.

Leadership and management is satisfactory. The manager is appropriately qualified and experienced; she has a good understanding of the needs of the children and local families. Advice has been sought to help develop the provision for the children and progress is being made. However, there are no effective systems in place for the manager or registered person to monitor and evaluate the service that is provided. As a result, weaknesses that impact on the quality of care and education for the children are not always identified.

## **Improvements since the last inspection**

At the last integrated inspection the quality of nursery education was judged inadequate. As a result an action was issued to ensure that all staff have a satisfactory level of knowledge and understanding in order to deliver the curriculum within the Foundation Stage. Since the inspection the provision has reconsidered the staffing of the room and staff have received training from the support teachers. As a result, progress has been made towards delivering the curriculum effectively and the staff team is eager to continue taking this forward to help children make progress with their education.

The quality of care was judged as satisfactory. The provider was asked to improve accident recording; to review emergency evacuation procedures; to develop planning for children under three to incorporate imaginary play and children's different stages of development; to ensure staff respond to unforeseen events; to provide coordinated support for children with learning difficulties and to ensure staff understand the need to declare issues that may affect their ongoing suitability. The provider has improved the system and now all accidents are recorded promptly and information is shared effectively to make sure children receive appropriate care and their parents are well informed. A revised procedure is in place to make sure children may be evacuated effectively in the event of an emergency. Reviews have taken place to make sure all children have access to imaginary play and that staff with the older children respond effectively to unforeseen events. However, staff working with children under the age of two are not always proactive in their work to support the children and this is reflected in the current report.

The nursery has appointed a special educational needs coordinator and a professional development plan is in place to ensure she is able to work effectively to coordinate the support for children and work with their parents. A system has been established for staff to confirm their continuing suitability to work with children and further changes are being made to make this more effective.

### **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 satisfactory.

### **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):

- make sure the contents of the first aid boxes are replaced as necessary
- improve child protection procedures by giving guidance to staff on how to deal with existing injuries to children
- improve outcomes for children from birth to three by using an approach in line with 'Birth to three matters'
- improve risk assessments to identify and minimise identified risks

- develop an effective system to monitor and evaluate the education and care that is on offer (this 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):

- continue to improve planning to include differentiation for the more and less able children
- consider ways to manage a wide range of children's behaviour in a way which promotes their welfare and development.

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)