

Priory Street Nursery

Inspection report for early years provision

Unique Reference Number	321471
Inspection date	21 January 2008
Inspector	Vivienne Dempsey
Setting Address	15 Priory Street, Bishophill, York, North Yorkshire, YO1 6ET
Telephone number	01904 639968
E-mail	
Registered person	The Trustees of York Council for Voluntary Service
Type of inspection	Integrated
Type of care	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.

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?

Priory Street Nursery has been registered to provide full day care since October 1992 and is run by the charity York Council for Voluntary Service. It operates from the Priory Street Centre in the Micklegate area of York which is situated close to the city centre. Children are cared for in a self contained unit within the building, which has one main playroom with a designated sleeping area and integral kitchen and toilet facilities. Office facilities for the nursery's use are located within the building. There is an enclosed outdoor area adjacent to the playroom with equipment for outdoor use.

The nursery serves various parts of the city and its surrounding areas, and is registered to provide care for 18 children aged from six months to five years, eight of whom may be aged under two years. There are currently 32 children on roll including 10 funded three-year-olds and one funded four-year-old. The nursery opens from 08.30 to 17.30 Monday to Friday all year round with the exception of Bank Holidays and one week at Christmas. Children attend on both a full and part time basis. The nursery welcomes and supports children who have learning difficulties and disabilities, and those who speak English as an additional language.

Seven members of staff including the manager work directly with the children. All have an early years qualification. They receive support from the development workers at the local Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The playroom is very clean and well maintained. Children are encouraged to follow good personal hygiene routines as they wash their hands before eating and after using the toilet. Staff follow good hygiene routines to prevent the spread of infection. For example, they wear gloves and protective aprons when changing nappies, and thoroughly clean tables before meals. There is a sick child procedure and records are in place for the recording of accidents and administration of medication. However, parents are not always requested to sign to acknowledge administration of medication. This does not always protect children's health.

Staff are aware for the need to promote healthy eating. Children receive varied, healthy and nutritious snacks and meals. For example, children enjoy eating bananas and pears at snack time. Water and milk are available at snack time and children have access to drinking water throughout the day.

Children enjoy a range of activities to promote their physical development. For example, they have fun completing the indoor obstacle course, which includes crawling through the tunnel, moving round the bean bags and jumping on the trampoline.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very warm, friendly and welcoming environment. There are clear lost and uncollected-child procedures in place. The premises are secure and a record of visitors is maintained. Emergency evacuation procedures are in place and regular fire drills are practised with the children. This develops their awareness of fire safety and keeps them safe.

Children move freely and safely while easily accessing a good range of developmentally appropriate furniture and equipment. However, children do not always have independent access to all toys and resources. The equipment is clean and checked regularly to ensure that it remains safe for children to use.

Child protection procedures are in place which include the procedures to be followed in the event of allegation against staff. Most staff have completed training and they demonstrate a good understanding of the signs of abuse, and their roles and responsibilities in the event of a concern. This helps to protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy at the setting and settle very quickly, within the homely environment. Staff are interested in what children say and do, and join in with their activities appropriately in order to promote children's all-round development. Children are confident communicators,

holding conversations for extended periods of time. Their communication skills are well supported through good adult to child interactions.

Children have access to a variety of activities that are well planned by staff. There is a good balance between adult directed and child-initiated activities, although children have limited independence access to some resources. Plans for younger children incorporate the 'Birth to three matters' framework. Children enjoy exploring a range of natural and sensory materials in treasure baskets. This helps develop children's natural curiosity to learn.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage. There is an effective key worker system in place and an interesting and varied range of activities are planned covering all areas of learning. Staff observe and assess children's learning and use this information to inform future planning. This helps staff ensure they meet the individual learning needs of all children. Assessment records are completed regularly and children's progress is linked to the stepping stones.

Children are confident, they settle quickly to activities and concentrate for extended periods of time. For example, they enjoy making a range of musical instruments with staff for a long period of time. They have very good relationships with staff and peers, this is promoted as staff create a very homely and friendly environment.

Children are developing their understanding of the days of the week and features of the weather. They speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other, and staff support them well. Books are readily available, children handle them well, turning pages correctly and they listen attentively and join in appropriately during story times. For example, they have great fun joining in and listening to 'Maisy's Wonderful Weather' book, they play the instruments they have made and compare the sounds to the different types of weather. Children are beginning to develop their writing skills. They are able to recognise and use their name cards to write their names. However, there is limited opportunities to access mark making materials independently.

Children are developing an understanding of numbers and use counting within daily routines and activities. For example, they enjoy counting how many children are present at registration time. They enjoy balancing activities and talk about which is the heaviest or lightest and which side needs more or less. Children use pictures of robins to paint their own representations, these are used as a winter number line which staff and children use within their play. This helps children to recognise numbers and promotes children's self-esteem as their work is prominently displayed.

Children have great fun whispering into a large tube, sending messages to their friends. They enjoy making musical instruments with staff and peers, listening to the different sounds the objects and materials make. For example, comparing and talking about the different sounds pebbles and rice make. This enables them to explore and investigate how different sounds are made.

Children extend their physical skills well through a variety of experiences. They are developing a good sense of space as they confidently move around the playroom avoiding each other. They show great control and have good levels of hand-eye coordination as they skilfully use scissors and small tools. They recognise and can name many colours and explore creative

materials such as paint, glue and dough. They enjoy blow painting and playing with bubbles, and have great fun using boxes and tubes to construct on a large scale.

Helping children make a positive contribution

The provision is good.

All children and staff are treated with equal concern. Key workers know children well, this enables them to meet children's individual needs. All children have equal access to all activities and resources. A good range of activities and resources are available which increases their awareness of diversity. Children enjoy celebrating a range of festivals such as Diwali, Chinese Dragon Boat festival, St. Patrick's Day and Thanks Giving.

Children with learning difficulties and disabilities and children who speak English as an additional language are fully supported within the setting. There is a named coordinator in place who has attended relevant training. A clear behaviour management policy is in place and children are very well behaved. Staff encourage children's good behaviour as they provide lots of meaningful praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the two way sharing of information about their needs and daily routines. Information for parents is displayed on a notice board. Copies of the setting's policies and procedures are available to parents. This includes a complaints procedure which contains the regulators contact details. Parents are kept updated about the setting with regular newsletters. They are informed about their child's progress through daily discussion, and have the opportunity to attend yearly parents evenings. Parents are very happy with the setting and the service provided.

Organisation

The organisation is good.

Good recruitment and vetting procedures are in place, this ensures that children are well protected and cared for by staff with relevant experience, knowledge and skills. Staff have good access to ongoing training and development courses and most members of staff have first aid certificates.

Staff have high regard for the wellbeing of all children. A record of the arrival and departure times of staff, children and visitors are recorded and indicate that adult to child ratios are met. The size of the group and deployment of staff contributes positively to children's care, learning and play and children receive good adult support and attention. Overall, the provision meets the needs of the range of the children for whom it provides.

Policies and procedures work in practice to promote children's health, safety, enjoyment and achievement. All documentation and records required for the safe and efficient management of the provision are available and most are up to date.

The leadership and management of the provision is good and contributes to children's progress towards the early learning goals. Staff work well as a team and motivate children to learn and develop. The manager has clear expectations of the staff and strives to be a good role model. Staff meetings are held regularly and there are systems in place to monitor staff practice and evaluate the quality of the provision.

Improvements since the last inspection

At the last inspection the setting was asked to ensure the arrival and departure times of staff, children and visitors are recorded. There is now a record of the arrival and departure times of staff, children and visitors. The setting was also asked to ensure the complaints procedure includes Ofsted's contact details and produce a written statement detailing the procedure to be followed in the event of a child being lost. The complaints procedure now includes the contact details of the regulator and a lost child procedure is now in place.

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):

- further develop medication procedures to ensure parents sign to acknowledge entry and being informed.

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):

- further develop independent access to equipment, toys and mark making resources.

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