

# Primley Park Children's Nursery (Alwoodley)

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 510088  |
| <b>Inspection date</b>         | 06 November 2007  |
| <b>Inspector</b>               | Christine Snowdon   |
| <b>Setting Address</b>         | 48 Nursery Lane, Alwoodley, Leeds, West Yorkshire, LS17 7HW |
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| <b>Registered person</b>       | Primley Park Children's 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 Day Nursery (Alwoodley) is one of three privately owned nurseries that offer full day care. It was registered in 1991 and operates from a detached property in a suburb of Leeds known as Alwoodley and serves the local community. There are four rooms within the nursery which are used to provide childcare. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year around, with the exception of Bank holidays and the week between Christmas and New Year. Opening times are from 08.00 until 18.00. The nursery is registered to care for a maximum of 50 children and there are currently 75 on roll, of which 22 are in receipt of nursery funding. Children can attend for a variety of sessions.

There are 14 members of staff including the manager working with the children. The majority of the staff hold level 3 early years qualifications. The Nursery receives support from a teacher from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for very well in a clean, tidy environment. They stay healthy and thrive because staff follow well written policies and procedures which reflect current environmental health and hygiene guidelines. Procedures, such as staff wearing gloves and aprons when dealing with bodily fluids and using anti-bacterial spray on tables and changing mats, help reduce the risk of infection. Children are encouraged to learn about personal hygiene through the daily routine. For example, children wash their hands before mealtimes and after toileting. The provision of small mirrors above the hand wash basins enable the children to focus on their task. Whilst wipes are provided in the baby room staff do not always remember to use them prior to feeding but do so afterwards. Staff are vigilant in recognising any child who is feeling unwell and take appropriate steps to support them. There is a clear sickness policy in place and the nursery keeps parents well informed of any childhood illness or health issues.

All children benefit from a wide range of healthy, nutritious meals and snacks, which ensures they are well nourished. There is a four week summer and winter menu and all food is freshly prepared and cooked on the premises. For example, pasta bolognese or homemade fishcakes with mashed potato and broccoli. For dessert they have milk puddings or arctic roll and fruit. Children thoroughly enjoy their meals and eat well with some children having second helpings. Babies food is pureed according to their needs. They enjoy lots of fresh fruit during the day at snack times and fresh drinking water is readily available. Babies are offered drinks regularly throughout the day to ensure they do not become thirsty. There are clear procedures in place to ensure children's individual dietary needs are met.

Children develop a very positive attitude to being active and benefit from the good range of physical play opportunities in the stimulating outdoor area. They develop their physical skills and bodily control by balancing on beams and riding wheeled toys. Older and more able children eagerly use the climbing apparatus where they enjoy the physical challenges in a safe and supervised environment. Children show good hand-eye coordination as they pour their own water at snack time with accuracy and skill. They hold and use craft tools and equipment well. For example, scissors, pencils, glue spreaders and clay spatulas. Younger children are learning to crawl, pull themselves up to stand and walk, as practitioners effectively provide space, support and resources for them to do this.

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

The provision is good.

All children are cared for in very child orientated areas within the nursery. They benefit from the lovely wall displays and bright and welcoming atmosphere. The areas are well organised to create individual areas of learning and meet the children's individual ages and stages of development. There is a good range of quality resources and play equipment for all ages. These are safely stored and provide choice and self selection. However, within the baby room there is no domestic style furniture provided to reflect home life experiences.

Children are kept very safe because the setting has very good health and safety procedures in place. This enables children to feel secure and comfortable. A clear and concise risk assessment is undertaken at regular intervals, along with unannounced checks carried out by managers from the companies other nurseries. There is good levels of security, doors are locked and

visitors identifications are checked and their presence recorded. Children learn how to keep themselves safe by following the nursery rules and safe practices. Staff gently remind them of these and tell them why they are necessary. For example, not to use their knife inappropriately and to sit correctly on their chairs as this can be dangerous. Children talk about bonfire night and fireworks and staff use this opportunity well to reiterate the safety messages.

Children are well protected from harm because staff have a good understanding of their roles and responsibilities to safeguard children. Staff are aware of what action they are required to take if they have a child protection concern about any of the children. Policies and procedures are regularly updated and shared with parents.

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

The provision is good.

Children flourish and thoroughly enjoy their time at the nursery. They eagerly arrive in the morning and go off to their room to greet staff and their friends. Staff are enthusiastic and welcoming in their approach and ensure children receive good levels of care and attention. Staff have a clear and solid knowledge of the 'Birth to three matters' framework and plan a stimulating range of activities and play experiences for children of all ages. This is later linked successfully into the early years curriculum planning. Children's assessment is thorough and regular observations ensure children's progress is monitored to a good standard.

Younger children thoroughly enjoy story time as staff read the 'Bear hunt' with enthusiasm and meaning. They listen intently, join in with the words and follow the hand actions. For example, they wave their arms pretending to be swimming through the river. Babies and young children show delight and pleasure as the staff sing to them whilst waiting for lunch to arrive. They attempt to clap their hands together and watch the staff intently. Babies receive lots of hugs and cuddles and form strong bonds with their carers. Early communication skills are very well developed as staff respond enthusiastically to babies simple sounds and gestures.

### **Nursery Education**

The quality of teaching and learning is good. The staff's sound knowledge of the Foundation Stage and how children learn, enables the children to access the whole curriculum at their chosen play. The child is central to the planning cycle and builds on what their interests are. Each child has an individual attainment folder where their progress is documented and this is supported with examples of children's work and photographs. Staff make spontaneous and planned observations which are good reflections on children's learning and development. However, these are not being transferred into the folders regularly and this limits the overall effectiveness. The staff engage fully with the children throughout the session, instinctively using good conversational questioning to extend children's learning.

Children are confident and motivated learners. They concentrate well at their chosen activities for prolonged periods and eagerly take part in the activities. Children are developing good levels of independence as they pour their own water, toilet themselves and help to set the tables up for meals. Children develop good language skills as they take part in conversations and discussion such as, at circle time. Children are eager to share news and talk confidently about the bonfire and fireworks. During story time they listen and concentrate well, ask questions and show good levels of interest. They are learning that print carries meaning through the well labelled environment. More able children can recognise their name on their bag, individual file and name card. They have good opportunities to write and make marks both indoors and

outside. They start to link sounds to letters. For example, they are able to sound out the letters of their name as the adult and children write on the flags with the chalk.

Numbers are displayed around the setting providing good opportunities for children to become familiar with their shape and begin to understand their meaning. They count confidently and are using early calculation. For example, they count how many children at the table and say 'six', then go on to say 'three boys and three girls that makes six'. Another holds up all their fingers and says 'that many is ten'. Children are investigating and exploring their environment and are developing a good understanding of the world they live in. For example, at Autumn they enjoy going on a nature walk to collect leaves and seeds and photographs show children examining the mole hills. In the play area they crunch through the fallen leaves with their bikes and scoop them up into the wheelbarrows enjoying the texture and feel of the leaves.

Children get a great deal of pleasure from the many opportunities that promote their creativity. They know their colours and select which sequins and materials they need to achieve their desired effect. Children use their imagination and designing skills well. For example, they independently select various items from the modelling area. After wrapping them together tightly with several layers of sticky tape they proudly show what they have made saying it is a ball. They model and shape the clay using their hands and tools to make a light for the Diwali celebrations. Children play for long periods in the role play area dressing up and using the pots and utensils to make tea. However, during the inspection these were somewhat limited and not reflective of the children's varying cultures. All children enjoy singing and music. They join in enthusiastically with the well known rhymes and songs. They have fun experimenting with the different sounds of the musical instruments as they try to recreate the noises the fireworks make. For example, they bang loudly on the drum and say 'fireworks go bang' or make a whistling sound like a rocket.

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

The provision is outstanding.

All staff appreciate the uniqueness of each child and work effectively together to make sure that their needs are exceptionally well met, ensuring that they are fully included in the life of the setting. Cultural diversity is extremely well promoted within the nursery. Children learn about and celebrate a wide range of cultural festivals, eat a range of foods from other countries and access a good selection of resources that reflect equality of opportunity. Staff skilfully raise children's awareness to similarities and differences within society and openly discuss these with the children. For example, they make clay pots, and Rangoli patterns, read stories and talk about the Diwali festival. The setting demonstrates high regard towards the care and needs of all children. They work effectively with the families and outside agencies to ensure their needs are met. This positive approach helps foster children's spiritual, social and moral development.

Children are delightful and very well behaved. They respond well to positive behaviour management strategies by staff who remain calm and consistent at all times. Minor squabbles are dealt with in a sensitive and appropriate manner. Staff are very good role models and again reflect equal opportunities positively through their male staff member. Children's contributions are valued and appreciated and achievement celebrated. These help promote children's confidence, self esteem and well being.

The partnership with parents is good. Staff work closely with the parents and relationships are friendly and professional. This helps ensure children are secure and settled. Parents receive high quality and detailed levels of information about the setting through the prospectus, notice

board, newsletters and daily sheets. Parents are given good opportunities to contribute to their children's records and ideas to help their children make progress, for example, they complete the 'what I have achieved at home slips'. Parents are consulted and their views sought. They are encouraged to be involved in the nursery's parent partnership group which meets together on a termly basis and are invited to attend the parents evenings which are held four times a year. Detailed written reports prior to children moving onto school along with the settings transition policy supports children's progression well.

## **Organisation**

The organisation is good.

Children are protected because staff are appointed through rigorous and robust employment procedures. A comprehensive induction and probationary period forms a firm basis for staff employment. Staff are well qualified and continue to develop their skills through external and internal training. They have good appraisal systems in place and managers work alongside the staff in the setting. There are good contingencies in place so that when staff are absent at short notice cover staff are called in to maintain ratios. All the documentation that underpins the setting is very well organised and all elements are covered.

The leadership and management is good. There is clear leadership within the setting and the staff team show commitment to ensuring that all children learn and achieve through their own strengths, interests and abilities. Staff are enthusiastic with regards to the planning of the curriculum and are working hard to develop their practice. Whilst planning time is built into staff's routine they are not consistent in always keeping the children's attainment records up to date.

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 provider was asked to improve the medication procedures and to ensure staff in charge of the baby room was suitably qualified. There is now a high level of qualified staff working in all areas of the setting and the medication procedure is in line with the national standards.

At the last educational inspection, they were asked to develop the children's assessment profiles to further encourage parental participation. The assessment profiles are very well presented and are made available to parents who are encouraged to access these on a regular basis.

## **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

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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 improve hygiene practice with regards to handwashing within the baby room
- provide domestic style furniture within the baby room.

#### **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 the role play area is well resourced to promote and reflect cultural diversity (pre-school room)
- ensure the information gained through observation is used effectively to update the children's achievement records.

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)