

# Priesthills Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	223260
<b>Inspection date</b>	13 March 2008
<b>Inspector</b>	Lucy Showell
<b>Setting Address</b>	42 Station Road, Hinckley, Leicestershire, LE10 1AP
<b>Telephone number</b>	01455 614732
<b>E-mail</b>	Priesthills@aol.com
<b>Registered person</b>	Susan Prosser
<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?

Priesthills Nursery is a privately owned setting which has been registered to provide full day care since 1984. It operates within a large three storey building close to Hinckley in Leicestershire. The ground floor and second floor are used to provide care for children and the third floor is inaccessible to children. There is a fenced play area for outdoor play.

A maximum of 51 children may attend the nursery at any one time. There are currently 85 children on roll. Of these, 26 children receive funding for early education. The nursery opens five days a week all year round except for bank holidays. Children attend for a variety of sessions from 07.30 until 18.00. The setting supports children with learning difficulties and/or disabilities.

The nursery employs 15 staff who work directly with the children and of these, 14, including the manager hold appropriate early years qualifications and two are working towards a qualification. The nursery also has a cook and an assistant cook who provide breakfast, lunch, tea and snacks for the children each day. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy good health and a healthy lifestyle because the nursery is in good condition of cleanliness and redecoration. They are protected from the spread of infection as staff implement good health and hygiene procedures, such as wearing aprons when serving food and ensuring tables and utensils are clean before use. Children enjoy freshly prepared meals, such as lamb chops with roast potatoes, yorkshire pudding, vegetables, mint sauce and gravy. All meals are nutritious, well proportioned and individual needs are supported as special dietary requirements and preferences are adhered to.

Children's overall health is promoted through the effectively implemented policies and procedures. For example, illness and medication policies are followed and records are completed correctly. Their welfare is supported by the staff's proactive approach to training and updating knowledge. First aid is administered by staff who have current first aid qualifications and food is prepared by those who have food hygiene certificates and follow relevant guidance.

Children are encouraged to understand and learn about the importance of personal hygiene through discussions and the daily routines. Many of the older children are independent in their personal care. For example, using the toilet and automatically washing their hands and all children brush their teeth after meals. Younger children sleep according to their needs and rest for older children is offered in quiet sessions throughout the day.

Children enjoy good physical activity through effective use of indoor and outdoor spaces which are set up to offer a range of experiences. Outside, children negotiate around equipment as they step through and balance on tyres and fish for balls with nets on the grass, climb up and slide down a range of climbing frames positioned on safety flooring, make sand castles in the 'cold and wet' sand and ride bikes and trikes around the paved area of the garden. Inside they continue to increase their control and coordination as they move safely, taking chairs to sit at chosen activities, enjoy a variety of creative and construction materials and share space effectively.

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

The provision is good.

Children are cared for in a safe indoor and outdoor environment and effective security procedures, such as use of cameras and visitors' identity checks, are implemented well. The areas used are welcoming and space is well organised to enable the children to move around freely and safely. Children enjoy independent access to resources which are stored effectively and comply with British Safety Standards.

Children's welfare is effectively promoted through the staff's proactive skills with regard to safety. Staff identify and minimise any possible hazards through constant observation and risk assessments which are in place. Children learn about safety procedures, such as emergency evacuation as each room has a clearly displayed procedure which is practised regularly and at mealtimes they are encouraged to cool down hot food by blowing on it or stirring it around with a spoon.

Children are protected from harm through the staff's valuable knowledge of child protection issues. Staff answer scenario questions with confidence to demonstrate knowledge of their

role in child protection. They have a clear understanding of the procedures to follow if there are concerns regarding a child. However, the written policy in the operational plan does not refer to current guidance and lacks information about procedures to follow regarding allegations of abuse.

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

The provision is good.

Children develop good confidence and positive self-esteem as they receive plenty of praise and encouragement for efforts and achievements. They develop independence as they choose activities and resources within their well-organised and familiar surroundings.

Children are happy and motivated through consistent interaction and the staff's friendly approach to all children. Children receive clear explanations during daily activities which promote the relaxed atmosphere and individual routines are followed. For example, in the baby room, ongoing communication with parents ensures meal and sleep times are adhered to and activities are provided around this. Young children's needs are met through a good range of free and focussed activities implemented in line with the 'Birth to three matters' guidance.

### **Nursery Education**

The quality of teaching and learning for children in receipt of funding for early education is good.

Staff have a sound knowledge of the early learning goals and stepping stones which has enabled them to plan a good range of activities and experiences to promote children's development. Staff have recently attended training for the Early Years Foundation Stage and have begun to adapt their provision for education accordingly. They are trialling a more child-led approach to their curriculum which provides children with less focussed activities and increased opportunities for choice. They use photographs of the equipment and resources available and children choose the activities they wish to do. The challenge comes from staff's open-ended questions and discussions offering ideas to extend learning.

Children's progress is recorded using focused and spontaneous observations. Assessment books or 'learning journeys' are completed using a range of photographs, examples of children's work and captions which are shared with parents. As planning is no longer apparent at the setting, the evaluations, which lack some detail, are key to providing evidence of children's progress and in informing next steps in their learning.

Children's behaviour is managed well. A calm and consistent approach and effective age-appropriate explanations increase children's understanding. Children take time to explore and investigate experiences and play opportunities. They express themselves and develop confidence whilst asking and responding to significant questions. They discuss and extend their play with productive ideas and actions and respond positively with regard to taking responsibilities within their surroundings. The environment is set up to encourage independence and children's free choice.

Children are interested, excited and motivated to learn during well-resourced activities. They begin to speak out in small and familiar groups and sit quietly to listen to others during registration, circle time and as they make 'Silly Soup'. Children enjoy additional opportunities for music and movement as they enjoy visits from 'Jo Jingles' and join in with a range of action

songs and rhymes and watch and listen to 'The Music Man' as he plays instruments and sings both familiar and new songs.

Children are beginning to use books appropriately as they sit quietly, 'reading' to each other and listening to stories read by staff. They begin to make marks and form recognisable letters as they write with chalks on the boards inside and on the floor outside.

During general play children interact, talk and negotiate well with others. They use speech to organise and explore real and imagined experiences as they take on different characters in the role-play area which is set up as a hair salon. They enjoy making appointments and taking turns to be the stylist.

Children use their own methods to solve problems and use mathematical language to describe and compare shape, position, size and quantity. For example, they recognise colours and shapes as they select from a range of construction bricks and place them in patterns on the table. They investigate objects and talk about how things happen and why as they play in the dry sand inside pouring and scooping to try to make piles and outside in the wet sand as they build sandcastles. Children enjoy learning about everyday technology as they access two computers in the quiet area and complete sorting and matching programmes with confidence.

Children enjoy a wide variety of activities to promote their sense of belonging and show pride in their work, as they see some examples displayed around the room. For example, a child who had chosen to paint a picture earlier in the day was pleased to tell everyone when he saw it up on the wall and was able to describe different elements of the picture very clearly.

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

The provision is good.

Overall, the children's spiritual, moral, social and cultural development is fostered.

Children's sense of belonging is encouraged through the flexible routines and free choice play. Children show confidence at the setting and are familiar with their environment and the daily activities. Children have good self-care skills and most are independent with toileting and personal hygiene. Children's independence is further developed as they select resources for themselves. There are many opportunities for children to express their ideas, thoughts and feelings during general discussions and play. They respond well to staff's open-ended questions and extension of ideas within daily routines.

Children are well behaved and respond well to the boundaries set. They have some responsibility for their own actions as they share space and resources well and learn about maintaining their environment as they help to tidy up after play. Their good behaviour is promoted through positive reinforcement and the calm manner of the staff. Any incidents of poor behaviour are managed appropriately and with regard to the setting's procedures.

Children's awareness and understanding of the diverse community is developing. They celebrate a range of festivals and the resources, which are equally accessed, depict positive images of diversity. Systems are in place to enable children with learning difficulties and/or disabilities to be involved within the nursery. The written statement has regard for current legislation and children's implemented individual plans ensure each child progresses well.

Children's continuity of care is promoted as daily verbal and written feedback supports the good rapport between staff and parents. When children start at the setting, parents receive a

prospectus and starter pack and individual information about the children is discussed and requirements recorded. The parents' notice board provides some valuable information and policies and procedures are available at all times in the operational plan. However, there is limited detail of procedures to follow with regard to dealing with complaints or concerns. All parents approached during the inspection are very happy with the care their children receive and the welcoming and friendly atmosphere provided by the staff.

The partnership with parents and carers of children who receive funding for early education is good. Parents are provided with verbal information about the setting's education provision, although planning is not clearly displayed in the week of the inspection. Parents are actively involved in their children's learning by bringing in requested items from home for the topics and joining in special occasions. They are informed about their children's achievements and progress using the assessments and observations at parents' appointments and are encouraged to speak with staff on a daily basis if they wish to.

## **Organisation**

The organisation is good.

The provision meets the needs of the range of children for whom it provides. Children's welfare is promoted through the implemented policies and procedures that work well in practice. Indoor and outdoor spaces are organised well to ensure children access a good range of fulfilling opportunities and experiences which promote their health, safety, enjoyment, achievement and ability to make a positive contribution.

Staff deployment and the good adult:child ratio positively supports children's care, learning and play. They are dedicated and valued in their roles which ensure low staff turn over and the system of performance management ensure all staff are suitable, their skills and knowledge are utilised for the best and training needs are considered. The setting has a proactive approach to local and national initiatives and are members of the National Day Nursery Association (NDNA), part of Leicestershire's network of excellence and have been awarded the Quality Counts and Investors in People awards.

The leadership and management of the nursery education is good. The group assess their own strengths and weaknesses through successful monitoring and evaluation of practice to ensure children's progression towards the early learning goals is actively promoted. Staff value opinions and seek advice from external agencies to improve and develop their planning and assessments. There are sound links between the setting and local schools and learning journeys are completed by staff to inform future teachers about the children. The manager states that they are committed to improving the care and education of the children who attend by

'continually reviewing our practice and fulfilling our aims'. Their mission statement says... 'The general ethos of the nursery is a happy friendly environment where each child is encouraged to achieve his or her own potential and where each child is valued as an individual by both adults and their peers. We believe that the learning experiences of children in this age group should be in a safe homely and welcoming environment and should above all be fun. We also believe that the child's welfare and development are paramount...'

## **Improvements since the last inspection**

At the last inspection the setting received three recommendations.

The first asked the setting to provide more opportunities for outdoor play. Throughout the inspection groups were playing happily outside using space and equipment effectively. The second was written with regard to their systems of behaviour management. There is a clear system in place, a named staff member who has overall responsibility and other staff are aware of this. The third referred to the child protection policy and asked for clarity in procedures. Since their last inspection the guidance has changed and their policy has not been updated to reflect this. Therefore a recommendation has been given at this inspection.

### **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.

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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):

- safeguard children by updating the child protection policy in line with current guidance and extending the information with regard to the procedures to follow in the event of an allegation being made against a member of staff or volunteer
- review and update the complaints procedure in line with current guidance

#### **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):

- develop the use of evaluations to inform planning and evidence children's learning
- increase the information shared with parents regarding the education programme.

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)