

Priory Day Nursery

Inspection report for early years provision

Unique Reference Number EY275636

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Inspector Susan Cox

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

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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.

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 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 weekday, 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 80 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 two support workers; of these 13 hold appropriate early years qualifications. Further staff are available to cover for holidays and sickness. The manager is suitably qualified and has early years experience. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's medical needs are generally well met as staff obtain clear information from their parents at registration and care for them accordingly. If children become unwell, staff assess the situation and call their parents to agree the best action to take to ensure children receive sensitive care. Older children are learning to manage their personal hygiene well and little ones receive caring support as they learn the required skills. For example, there is much praise and encouragement for children who are toilet training. Staff do not always remind or help children to wipe their noses appropriately and consequently hygiene is not fully promoted. This is an issue that management is currently working on to improve the standards of care.

Children enjoy a range of snacks that promote healthy eating. They eat fresh fruit regularly and older children help to prepare snacks learning more about what is good for them. Cookery and planned activities extend learning further and children regularly chatter to staff about what they are eating. A range of meals is prepared using fresh produce and children's dietary needs are met in partnership with their parents. Older children enjoy helping serve themselves and this encourages them to try a range of foods. Toddlers learning to feed themselves are sensitively supported and babies are cuddled to be fed their bottles. This ensures children are safe and their emotional needs are met. Children drink frequently; older ones help themselves to water as they wish and little ones ask for, or gesture for, their beaker so all remain well hydrated.

Children's health is promoted through many opportunities to play in the fresh air. The outside areas have been redesigned to give all children easy access to a suitable play space and older children have frequent free-play choosing to be either inside or outside as they wish. They run around, ride a range of wheeled toys with confidence, balance on the low equipment and play with a good range of bats, balls and toys. Children love the freedom to play in the sand and water and a good range of craft and small world toys are readily available for them to learn and develop skills in the fresh air.

When children are tired they rest according to their individual needs and in a manner agreed with their parents. Babies sleep comfortably in cots and are closely monitored for their safety. Older children rest on cushions within their playrooms and resting mats are being purchased to make this more inviting and comfortable for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children tend to settle quickly as they receive a warm welcome and their work is well displayed in each of the rooms making them attractive. The crèche is a bright and welcoming environment which is well maintained. However, some areas of the nursery are looking tired and worn with walls, floors and some equipment not looking too clean. This does not help to promote a welcoming environment or encourage children to take care of their surroundings.

Children are happy and settled in their base rooms. They enjoy easy access to the outside areas and older ones are independent as they use the toilet with increasing confidence. Staff conduct regular risk assessments and take action identified including during free play. For example, children have great fun squirting water outside. Staff remind them not to squirt it into the playroom as it will make the floor wet and slippery and they may have an accident. As a result, children are learning how to keep themselves safe and minimise risks. Children play freely with a good range of resources in all rooms and in the outside area. This is because storage is appropriate and they make many of their own choices and organise their play freely. Staff monitor what is used to make sure children are safe and remove or repair items as needed.

Children's safety is promoted as all staff have a very clear understanding of child protection issues and how to keep children safe. Senior staff have an excellent understanding of current safeguarding children procedures, follow these and work with the appropriate services to make sure children are protected. Access to the premises is regulated and children are only released to authorised persons for their protection.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy a good balance of activities which promotes their learning and development. This is because staff understand how children learn and the benefits of free play and planned activities to promote learning opportunities. Children's individual needs are met as staff work with parents to get to know the children and find out about their starting points and likes and dislikes. Staff build on this using the 'Birth to three matters' framework effectively in their work with the little ones providing much sensitive and individual care. For example, they chatter to the children and repeat key words helping them learn how to communicate and acquire language skills. Little children explore the room and activities freely making their own choices of resources. They love the 'natural area' and make 'music' with the saucepans, spoons and brushes, bang on the drums and shake the maracas. Several children play in the purple sand with buckets and sieves finding out what they can do or play with soft balls learning how to roll, throw and kick them safely. Children enjoy playing in the fresh air. They ride appropriate wheeled toys learning how to manoeuvre them safely, pour water down the guttering on the wall and watch it flow with delight and marvel at the colours of the glitter shapes in a bowl of water.

Children are happy and relaxed in the care of their key person who supports their learning and development well. They are becoming increasingly independent as they help organise their play and learn how to get along with their friends. Good relationships are forming as children realise the staff will join in their play, give them the help and support they need and value what they say and do. Praise and encouragement is freely used and this is effectively developing children's confidence and self-esteem.

Nursery Education

The quality of teaching and learning is good. This is because staff understand how children learn and they provide an interesting balance of activities which helps them make good progress. Planning and observations have recently been considered and a new system implemented. As a result, children's ideas and interests often influence planning and the key person makes up the children's learning story and works out the next steps for the children to take in their learning. Key person groups help children concentrate on specific activities and staff are working at making these times fully effective in promoting the intended learning outcomes.

Children are well motivated and eager to learn. They are becoming confident and independent making many of their own choices of resources and organising their play effectively. For example, a child dresses up as a chicken and happily takes part in a range of activities. Many cooperate well when asked to tidy up, working together with their friends and staff. Children really enjoy helping with the preparation of snack. They like the individual attention as they work with a member of staff, chat about what they are preparing, put on a disposable apron and follow instructions about running warm water for washing up and adding the washing up liquid. This helps them learn about routine tasks, food preparation and cooperation in an enjoyable activity.

Children chatter freely as they play with their friends, talk to the staff and take part in activities. They listen to stories, find books to read and enjoy familiar rhymes. Children often practise emergent writing and early reading skills. For example, many 'take messages' when answering the telephone in the 'doctors' during role play, write their name on pictures and recognise familiar letters sounding these out confidently. They count as they play, consider which is the longest and shortest line of bricks, match numbers to numerals and work out the number if two more are needed. Displays of their work and posters remind them of discovering shapes and sand and water play helps them consider how much it takes to fill containers.

Children are developing knowledge and understanding of the world as they find out about where they live; plant and grow sunflowers, potatoes and herbs; find out how to care for a visiting iguana and learn about the weather as they play outside in all weathers. They model and build with junk and construction sets and discover what floats and sinks in simple experiments. However, there are limited opportunities for children to explore the local community and celebrate a range of festivals. Most children are very competent on the computer and manage simple work packages well. This helps them explore various aspects of learning, such as counting and problem solving activities, in an exciting and interesting way.

Children are learning how their body works and a range of physical skills as they play actively outside. They understand this is good for them and how to be safe in various types of weather, for example, putting on wet weather clothing or protecting themselves from the sun. Although there is good physical play children have limited opportunities to climb and extend such skills. Puzzles and using a range of tools to model and construct helps develop good hand-eye coordination and concentration. Children are creative and express themselves freely as they paint, make collages and construct. They enjoy modelling clay and adding rice helps them consider texture. They use rice to make shakers, decorate them and then dance around to the music they make. Studying their own and friends features to make paper plate faces helps them to consider and value each other's differences.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and relaxed as staff know them well and respond to their individual needs with care and sensitivity. All are treated with respect and a member of staff helps Portuguese children understand and learn English in a sensitive and fun way. However, there is a lack of displays and information to reflect the cultures and languages of the families attending and promote positive attitudes towards disability. Consequently, children do not see a variety of images to support their understanding of the range of people that make up our society. Children with learning difficulties and/or a disabilities are welcomed. Staff work sensitively with parents and any other professionals involved with the family to assess the child's needs and ensure activities are safe and appropriate. Individual care plans and education plans are in place and implemented well so children receive appropriate care and take part in the range of activities with their peers.

Children's behaviour is generally good. This is because staff are positive role models, being kind and treating all with courtesy. Children understand what is expected of them as they are given clear explanations and gentle reminders with much praise and encouragement to promote positive behaviour. For example, 'please can we use kind hands?' helps them think about what they are doing. Children's spiritual, moral, social and cultural development is fostered.

Children generally settle quickly as there is a flexible settling-in procedure which helps all feel comfortable with the arrangements. This is supported by clear information that helps parents and carers understand the care their children will receive. A complaints procedure is displayed and a log is maintained to show how any issues have been resolved to support the care of the children.

The partnership with parents and carers is satisfactory. Many speak enthusiastically about the care and education their children receive. They enjoy the daily chat with staff and explain that the diary system keeps them up to date with what has happened to their child during the day. Few contribute to their child's 'learning story' and there has not recently been an opportunity for parents and carers to meet with the key person to discuss their child's progress in depth. Consequently, there are limited opportunities for parents to join in with and support their child's learning effectively.

Organisation

The organisation is good.

Children's safety is promoted as they are cared for by staff that have been appropriately vetted and the manager is currently updating the procedures for checking ongoing suitability. Staff are qualified and experienced and use their knowledge and understanding well to promote the outcomes for children. As a result children are safe, well cared for and are making good progress. Staff are well organised and ready to greet children on arrival. They make good use of the base rooms and outside play areas to give children rewarding play experiences. However, the nursery premises and equipment are not maintained sufficiently well and there is a lack of positive displays to support the range of children attending.

A crèche is provided to support courses and as a drop in for local families. The room and facilities used, including an outside area, are well maintained and the staff are knowledgeable about the needs of the children and families.

Record keeping is good and ensures that children are cared for appropriately. Overall, children's needs are met.

Leadership and management is good. The manager has recently been appointed and a senior member of staff works with her to run the nursery. They make an effective team and welcome the input of the early years support teacher as they continue to develop the service for the children. Work is continuing on planning and observations and will include the areas identified for development from this inspection. A new system to review and monitor the provision has just been instigated which benefits all the children attending.

Improvements since the last inspection

At the last inspection the provider was asked to: 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 year; 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; continue to improve planning to include differentiation for the more and less able children and to consider ways to manage a wide range of children's behaviour in a way which promotes their welfare and development.

The provider has updated first aid boxes so staff can treat children appropriately in the event of an accident. All staff are now aware of the need to check out existing injuries to children and record this to make sure the children remain safe. Outcomes for children have improved as staff now actively use an approach in line with the 'Birth to three matters' framework to give sensitive and supportive care. Risk assessment systems are more effective in identifying and minimising risks to children.

Procedures to review and monitor the quality of the provision have been put into place and are being used effectively to develop the care and education of the children. Planning has been reviewed and is now based on children's interests and sets out the next steps in children's learning to help all make good progress. Children's behaviour has improved as staff are consistent in their expectations and help children manage their behaviour effectively.

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):

- make sure the premises and furniture are clean and well maintained
- further promote equal opportunities through displays and resources which reflect the rich cultural diversity of the children and families who attend the provision.

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):

- improve opportunities for children to explore their local community; celebrate a range of festivals and develop climbing skills
- develop further opportunities for parents and carers to contribute to and share in their child's learning.

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