

Primley Park Children's Nursery (Moortown)

Inspection report for early years provision

Unique reference number	510087
Inspection date	01/07/2009
Inspector	Ann Webb
Setting address	437 Street Lane, Moortown, Leeds, West Yorkshire, LS17 6HQ
Telephone number	0113 2688221
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Primley Park Children's Nursery (Moortown) opened in 1996. It operates from detached premises in Moortown on the outskirts of Leeds.

There are currently 87 children aged from three months to five years on roll. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The setting currently supports children who speak English as an additional language.

The nursery operates five days a week all year round and is open from 08:00 until 18:00.

Fourteen members of staff work with the children, twelve members of staff have early years childcare qualification. Two members of staff are working toward an Early Years degree.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Clear evaluation enables the setting to successfully identify many areas for development and to implement targeted improvements, for example, the development of the outdoor play area, resources and equipment. The nursery promotes all aspects of the children's welfare well, ensuring that they are safe and secure, feel included and able to make a positive contribution. There is a well established and professional working partnership with parents who are kept well informed of all issues relating to their children's care and learning. However, partnerships with other providers are not fully established and opportunities to further promote children's use of number is not extended to outdoor play.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop links with other providers
- introduce opportunities for the children to use number labels and other mathematical components during outdoor play.

The leadership and management of the early years provision

The nursery is very well managed with good level of support for staff at all levels. For example, the staff are strongly encouraged to develop their professional knowledge through training, individual annual appraisals and regular team meetings. The management and the staff work together to identify areas for further development. For example, securing funding to improve furniture and equipment for younger children, developing resources for outdoor activities and

introducing sensory experiences in a designated and re-designed room. Additionally, since their last inspection improvements to the presentation of books has created an interesting and inviting area.

Safety procedures are well implemented and monitored by the staff, for example, visitors are required to sign in and out of the premises, resources are presented well and emergency evacuations regularly rehearsed. The children's safety is further promoted through a clear safeguarding procedure which is fully understood by all staff, additionally, key staff have attended safeguarding training.

Partnerships with parents are well established and professionally managed and ensure a consistent approach toward the children's welfare and learning. Parents give and receive information at the beginning and end of each day. There are designated areas throughout the nursery which display general information, newsletters are issued and parents are required to sign all accident and medication records. Additionally, they frequently view their children's development profiles and are invited to attend a parents information evening, in order to discuss their children's progress with their key worker. The nursery has a positive attitude toward working with other providers, however, partnerships are not fully established.

The quality and standards of the early years provision

The children are very involved throughout the nursery day, eager to learn and play with their friends. The environment is full of happy chatter and relaxed conversations and whilst the older children eat their breakfast they discuss their favourite activities. They say they like the sand and are prompted by the staff to talk about wet and dry sand. The older children have well developed listening skills and pay attention when staff are giving directions, for example, they all stop to listen as a member of staff asks them all to touch their noses and lift hands in the air. Their attention is caught and they are ready to join in with action songs and rhymes about planting and eating fruit.

The children have excellent opportunities to learn about their own health and they enjoy a healthy balanced diet. Consistently implemented routines enable the children to make an effective contribution toward their own hygiene, such as washing hands. Physical play is very well supported by a good range of outdoor resources and activities which lead the children to climb, practice ball skills and balancing. They are able to use the outdoor space to explore the natural environment and dig in the soil and plant their own sunflowers. Additionally, each week the older children have a dance class which enables them to successfully control their body balance and sense of direction and coordination.

Younger children and babies have close attachments to staff who give them a good level of individual attention, reassuring those who are less confident. They support their developing language and physical skills with confidence and consequently the children feel secure and involved. They develop the use of their senses well, as they examine and explore natural resources, such as shiny materials, sponges and cones. All the children behave well, they respond positively

to the clear guidance offered by adults who reward their efforts with praise and encouragement.

There are very good opportunities for the children to make marks using a wide variety of resources. For example, they sit together to decorate paper aeroplanes using coloured pencils, whilst some children choose to paint flag stones with water. Older children use numbers for counting during singing, matching and in conversations, however, number recognition is not promoted during outdoor play. All children develop a good understanding of the society in which they live. For example, they have access to a good range of resources which reflect a positive image of race, gender and disability and they celebrate a variety of cultures and traditions other than their own. For example, Christmas, Chinese New Year and Diwali.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met