

The Priory Day Nursery

Inspection report for early years provision

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Inspector Vivienne Dempsey

Setting address The Priory Day Nursery Ltd, 18 Grange Close,
Middlesbrough, Cleveland, TS6 7LD
Telephone number 01642453779
Email thepriorydaynursery@hotmail.com
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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.

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Description of the setting

The Priory Day Nursery is one of three provisions owned by the Priory Daycare Group. It was registered in July 2000 and is situated in a large, self-contained detached property in the Grangetown area of Cleveland. Full day care and out of school care is provided to children from the local and wider communities and some children are escorted to and from local primary schools. There are three day care rooms on the ground floor plus a sensory and an activity room. The first floor of the building is used for out of school and holiday care. All children share access to an enclosed outdoor play area.

The provision operates from 7.30am to 6pm each weekday, all year round. There are 50 children on roll aged from nine weeks to 10 years. There are 42 children in the early years age range. There are currently no children with learning difficulties or disabilities attending the setting.

There are 10 members of staff employed to work directly with the children. Most staff members have an appropriate level 3 qualification in childcare or are working towards this. Additional staff are employed to undertake domestic and cooking duties.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled as staff provide a warm and welcoming environment. Staff work closely with all parents to ensure children's individual needs are very well met. Information regarding children's care routines and starting points are collected from parents and children are making good progress in their learning and development. The management team have a very positive approach to continuous improvement and lead a collaborative learning culture, providing time for staff to share their knowledge and skills. They also fully support continuous professional development for all staff.

What steps need to be taken to improve provision further?

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

- develop further links with other providers to ensure continuity and coherence in children's learning and development
- develop further self-evaluation systems, taking into account the views of all children in the early years age range.

The effectiveness of leadership and management of the early years provision

Staff have attended relevant training and have a good knowledge and understanding of safeguarding children procedures. They know who to contact with any concerns, helping to protect children's welfare. Policies and procedures for the safe and efficient management of the setting are in place, regularly updated and shared with parents. Staff have an in-depth induction procedure and sign to say they have read and understood policies and procedures and implement these well. Emergency evacuation procedures are clearly defined and displayed. Children take part in regular evacuation drills, which helps to develop their understanding of dangers and how to stay safe.

Staff attend a wide range of relevant training and an appraisal system is in place to highlight training needs. Action plans are created by staff in all rooms, these highlight the needs of the children in each room. The actions taken are clearly documented and show how staff have made improvements to the provision, promoting outcomes for all children. A range of systems are used to clearly highlight the strengths and weakness of the provision. Parents, local authority advisors and some children in the early years age range are involved in the self-evaluation process. However, not all views of the children in the early years age range are taken into account. The management team have a clear vision for further improvements, helping to promote outcomes for all children.

A good range of interesting and stimulating resources and activities are provided, which children can access independently giving them choices about what they do. Good links with parents have been developed and a wide range of information is shared with parents keeping them informed about their child's care, learning and development. Links with local authority advisors and other agencies are strong, to ensure all children are fully included and their individual needs are met. Staff have developed links with other providers and share information about children's care needs and routines. However, links with other providers to share information about children's learning and development are still in their infancy. This does not fully ensure continuity and coherence in children's learning and development.

The quality and standards of the early years provision and outcomes for children

Staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. Observation and assessment systems are in place and staff know children well. Observations of children's interests, learning and development are used to plan an interesting and varied learning environment, helping children make good progress in relation to their starting points. Development files are in place and show children's progress across all areas of learning.

Babies enjoy painting with their whole bodies, they have great fun using sponges, brushes and different parts of their bodies to make marks. They also thoroughly

enjoy cleaning up after themselves, using mops and paper towels to clean the floor. Staff recognise children's interests, for example, they observed how children enjoyed tidying up after themselves but some children struggled with the large dust pan and brush, so smaller versions were purchased enabling children to take part without being frustrated. Pre-school children have good opportunities to develop their investigation skills and have fun finding metal objects in the sand with the large magnets. This helps to develop their knowledge of how things work. Children of all ages develop an awareness of change as they help to plant a range of vegetables in the garden. Out of school children have also planted their own daffodil bulbs, helping to raise funds for charity. Children have regular access to the garden and enjoy riding bikes and climbing on the logs, whilst enjoying the fresh air. This helps to promote their physical development and develops their awareness of a healthy lifestyle.

The setting has been awarded a '5 star' award for hygiene and staff are good role models, helping to develop children's awareness of the need for personal hygiene routines. Children understand why they need to wash their hands 'to get the germs off so we don't get bad'. Staff work closely with parents to ensure children's dietary needs are met and a varied and nutritious menu ensures children are nourished. Children discuss road safety whilst on outings, helping them learn the importance of keeping safe.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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