



Priory Day Nursery

Inspection report for early years provision

Unique Reference Number	EY275636
Inspection date	07 December 2005
Inspector	Julie Denise Edmonds / Georgina Emily Hobson Matthews
Setting Address	The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW
Telephone number	01493 842424
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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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Priory Day Nursery is run by Great Yarmouth Community Trust and is part of a Sure Start children's centre. It opened in July 2004, with the crèche opening in 2005, and operates from a newly converted building in the centre of Great Yarmouth. A maximum of 50 children may attend the nursery and 15 children in the crèche facility at any one time. The nursery is open each week day from 08.00 to 18.00 all year

round with the exception of bank holidays and the days between Christmas and New Year. The nursery children are grouped by age into three rooms. A secure area is available for outdoor play. The crèche has a separate outdoor play area.

There are currently 90 children aged from 0 to under 5 years on roll, of these 38 receive funding for nursery education. The children come from the town, surrounding area and villages. Children attend for a variety of sessions. The nursery supports children with special needs and who speak English as an additional language.

The nursery employs 14 childcare staff. The manager is suitably qualified and has early years experience. All other staff have appropriate early years qualifications. Further staff are available to cover for holidays and sickness. A teacher is employed for two days a week.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy as appropriate hygiene procedures are in place to minimise cross infection. They learn about the importance of personal hygiene through the daily routine and are beginning to take responsibility for their own personal needs. Their welfare is promoted as staff can respond to accidents, first aid kits are available and appropriate records are in place for recording accidents and medication administration. Information and specialist advice is obtained to facilitate the care of children with special medical conditions.

Children benefit from a healthy diet as they are offered fresh fruit at snack time and the nursery provides information for parents about healthy eating and suggestions for packed lunches. There are times when the organisation around snack and meal times means that the children are unsettled or have to wait for their food. Children have access to drinks at all times and special dietary requirements are identified, as a result children's individual health needs are met.

Most children are developing a positive attitude to exercise as they access outdoor play each day and are able to develop large physical skills. They have opportunities to run around freely, ride on cars and tricycles. They develop skills such as throwing, catching, kicking, building and climbing. Staff working with the babies and young children accommodate physical play indoors on some days and the children have room to move around and crawl. The use of the outside area is limited therefore younger children are not encouraged to explore wide spaces and to be active outdoors. All children can rest and sleep according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in a welcoming, secure environment, which has all the

necessary facilities. They have sufficient space to give scope for free movement and well spread out activities and there is adequate storage space for equipment. A wide range of safe and suitable equipment promotes the safety of the children and enables the staff to provide activities. Although there is a lack of equipment available to take the youngest children outdoors.

Not all staff are made aware of how to guarantee children's safety properly as systems, such as risk assessment and fire procedures, are not in place. Basic safety is promoted on a daily basis as the staff check the rooms and outdoor area prior to children accessing them.

Children are protected as staff know what action to take if they have child protection concerns and there are policies in place for lost or uncollected children. However, the children's welfare is not completely assured because the child protection policy is incomplete.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff are attentive to the children's needs. They are gentle and considerate and the children are confident and at ease in their care. Children develop confidence and self-esteem as staff offer them lots of praise and encouragement and celebrate their creative work in attractive displays around the setting. The children are encouraged to concentrate as they choose and complete activities, such as pouring glitter onto Christmas templates. They are proud of their results and keen to share these with others. The children are developing good relationships with each other throughout the nursery.

Children in all areas of the nursery are provided with a range of activities and play experiences such as using paints and glitter, exploring pasta, imaginary play and singing. The 'Birth to three matters' framework is used within the nursery but it is not effectively implemented to ensure that the, resources, play opportunities and experiences available to the children meet their developmental needs and provide stimulation. The activities for children aged under three are not always prepared taking into account the children's individual level of development and children are therefore not always engaged in challenging or fulfilling play.

Nursery Education

The quality of teaching and learning is satisfactory.

Children are making satisfactory progress towards the early learning goals as some staff have a secure knowledge of the Foundation Stage and are able to use this when working with the children. The room is organised effectively to support the children's progress in the six areas of learning. There are opportunities to see print in different scripts, recognise numerals, use sensory materials, explore, mark make, use malleable materials, read and listen, and be involved in music. There are limited opportunities for the children to learn about their local community.

Children are interested in the activities and are able to focus, they are gaining independence as the room is set up effectively to enable children to make choices and complete activities with little adult intervention. Their social skills are developed as they play together, negotiating and using their initiative to problem solve.

The nursery has recently introduced a new planning system. A parental assessment provides information about each child's starting point. The observation, planning and assessment systems have not been used by staff to create challenges or provide support for individual children. As a result there is no clear picture of the children's ability, their progress or how the provision will extend this.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging and this is enhanced for some children as the nursery has access to a Portuguese interpreter. Children's interest in the wider society is promoted through a range of modern resources that reflect diversity. Appropriate care is provided for children with special educational needs as the setting has a commitment to inclusion and works with other professionals effectively.

Mostly the children behave well, the staff help them to distinguish between right and wrong and become aware of the needs of others. Older children are encouraged to reflect and realise how their behaviour impacts on others, they are praised for adapting their behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. This partnership is developing in relation to the care the children receive. There are ongoing opportunities at arrival and departure times to share information about children with the family worker or other members of staff. Information is available within the setting although the information contained in policies does not always reflect the practice of the staff or provide sufficient information for parents to take action. The parents of children who receive Nursery Education are provided with information about how they can help their child at home, they are involved at the beginning of the assessment process and have the opportunity to access their child's records at any time. Parents have not been informed about the recent changes to the observation, planning and assessment systems and so their ability to be involved in their child's learning in a meaningful way is limited. There is a satisfactory procedure in place for recording complaints from parents. This information is accessible within the setting.

Organisation

The organisation is inadequate.

Children benefit from the care of suitable, qualified and experienced staff, and systems are in place for the recruitment and induction of staff. The children are never left alone with anyone who is not vetted, but there are no systems in place to monitor the ongoing suitability of staff.

The premises are organised effectively to accommodate the children's play, there is adequate space for all the children and the rooms are generally arranged well to enable the children to make choices and be involved in a range of activities. However, some children's needs are not always provided for as resources, such as buggies, are not available and lunchtime meals are not always well-organised. A key worker system is in place with staff being nominated as the family worker for specific children, this system does not always minimise the number of carers for the individual child, for example one child was presented with food, at lunchtime, that she could not cut up herself. The staff caring for her at that time were not aware of this beforehand, consequently the child had to wait before assistance was given to her.

Staff are not familiar with the written policies and procedures of the nursery, in addition some of these documents are inaccurate, incomplete and do not reflect current practice. The staff do not have a sound understanding of the National Standards.

Leadership and management is satisfactory in relation to the Nursery Education. Although there are weaknesses within the organisation of the provision the staff delivering the Nursery Education have implemented systems to assist the children's progress towards the early learning goals. A teacher is available to advise and develop staff understanding of the Foundation Stage.

There is no appraisal system to encourage any of the staff to reflect on their practice and to make improvements. The 'Birth to three matters' framework is not being used effectively to improve the care of the youngest children. The leadership and management of the provision does not ensure that the National Standards are met at all times.

Overall, the provision does not meet the needs of all of the children who attend.

Improvements since the last inspection

At the last inspection the nursery agreed to develop an action plan regarding qualification requirements for the manager; the current manager is suitably qualified for the role. Provision for children's comfort in the baby room now includes floor space for the older children to rest and relax and blinds to reduce natural light. Security at the premises is satisfactory, with additional systems currently being fitted to develop this further to promote children's safety. However, the agreed improvement to implement fire safety recommendations has not been fully addressed, as a result the children's safety is not yet adequately assured. Communication with parents includes displayed menus of the midday meals offered and an appropriate daily exchange of information takes place. Although, working effectively in partnership with parents is compromised with the available policies and procedures giving incorrect information. This includes the behaviour management policy, which has not been developed sufficiently.

Complaints since the last inspection

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.

A concern was raised with Ofsted in October 2005 regarding behaviour management (Standard 11: Behaviour) and the groups awareness of child protection issues (Standard 13: Child protection). Ofsted investigated this concern by carrying out a visit on 19/10/05. As a result of the visit, the following five actions were raised under Standards 11 and 13:

Ensure there is a trained member of staff, with a sound understanding of child protection, who is responsible for child protection issues.

Ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and is adhered to at all times.

Demonstrate how the nursery will ensure all staff have a secure knowledge and understanding of child protection issues.

Ensure that policies and procedures relating to day care are readily accessible on the premises and available for inspection at all times.

Demonstrate how the nursery will develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

A satisfactory response to these actions was received, although the child protection policy has been found to be incomplete at this inspection and a further action has been issued. The provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- organise resources to meet children's needs effectively and ensure these

procedures are reflected accurately in the operational plan

- promote safety in the setting through the completion of ongoing risk assessment and regular fire drills
- produce written child protection procedures that detail how the provision will act in the event that an allegation is made about a member of staff
- produce and implement accurate policies and procedures that promote the welfare, care and learning of all the children in the provision

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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 systems for planning, observation and assessment so that the individual needs of children are recognised, and the staff can provide challenge and support effectively.

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