



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 508306

DfES Number:

### INSPECTION DETAILS

Inspection Date	26/06/2003
Inspector Name	Elaine Marie McDonnell

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	The Priory Day Nursery
Setting Address	The Monastery, 18 Grange Close Grangetown Middlesbrough Cleveland TS6 7LD

### REGISTERED PROVIDER DETAILS

Name	The partnership of (Proprietor) Mr Robert Cook and Mrs Yvonne Cook
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### ORGANISATION DETAILS

Name	(Proprietor) Mr Robert Cook and Mrs Yvonne Cook
Address	210 Church Lane Eston Redcar Cleveland TS6 9QZ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Priory Day Nursery registered in July 2000, it is situated in a large self contained detached property in the Grangetown area of Redcar and Cleveland. Full day care is offered to children from the local and the wider community. There are four day care rooms on the ground floor, two of which have recently been extended. The first floor of the building is used to offer before, after school and holiday care for children aged over five years.

The manager of the day nursery holds an NVQ level three qualification and there are nine other staff members of staff working directly with the children plus two students. All staff are qualified to at least a level two NVQ, some have level three or equivalent qualifications. A cook and a cleaner are also employed.

The nursery has recently received Quality Counts accreditation.

There are 74 children currently on the register, one child has special needs. There are two funded three year olds and one funded four year old.

Operating times are 7.30am to 6.00pm Monday to Friday all year round. Breakfast care is from 7.30 to 9.00am and after school care is from 3.00 to 6.00pm.

### How good is the Day Care?

The Priory Day Nursery provides satisfactory care for children with some good aspects. All staff are qualified and there are comprehensive procedures in place for induction and reviewing. Staffing ratios in some areas of the nursery are high, however not all staff are not deployed effectively. Children are grouped appropriately and have opportunities to make visits to other areas within the nursery including a sensory room. Most rooms are attractive and well maintained. Resources are used effectively in some areas of the nursery. Most documentation required for the efficient and safe management of the provision is available and is complete. Confidentiality is maintained.

Children are cared for in a secure environment and access to the premises is monitored appropriately. Most areas accessed by children are safe. Staff promote hygiene and practices are in place to prevent the spread of infection. Children are provided with varied and nutritious snacks and meals that are freshly prepared on the premises. Staff have an understanding of child protection issues and work closely with other agencies.

Adults listen to children, respond appropriately to them and are interested in what they say, but not all staff are aware of the individual needs of the children they care for. Most children have access to appropriate activities and resources. Most children are well behaved and staff value and encourage good behaviour.

Parents receive good information about the setting and are kept up to date with their child's development.

#### **What has improved since the last inspection?**

There were no issues or recommendations at the last inspection.

#### **What is being done well?**

- Staff undertake comprehensive induction and review procedures. (standard 1)
- Staffing ratios in some areas of the nursery are high, all staff have a childcare qualification. (standard 2)
- Adults are interested in what children say and respond to them appropriately. (standard 3)
- Children are cared for in a secure environment. (standard 4)
- Staff promote good hygiene practices and prevent the spread of infection. (standard 7)
- Children are provided with a variety of nutritious, freshly prepared meals and snacks. (standard 8)
- Good behaviour is valued and encouraged within the nursery. (standard 11)
- Parents receive good written information about the setting and are kept up to date with their child's development. (standard 12)

#### **What needs to be improved?**

- the deployment of staff and resources within the red room (standard 2)
- the use of observations to plan the next stage of children's play and learning, including language and physical development (standards 3)
- the safety of all areas accessed by children (standard 6)
- the availability of fresh drinking water and the temperature at which food is served (standard 8)

- staffs awareness of the individual needs of the children in their care (standard 9)
- the content of the behaviour management policy (standard 11)
- the inclusion of all relevant information on required records and documents (standard 14)

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
9	develop staff's knowledge and understanding of equal opportunities issues to develop their awareness of children's individual requirements	03/08/2003

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	ensure staff deployment meets the needs of the children more effectively
5	make good use of available resources
3	use observations/development records to plan the next stage of children's play learning and development
8	ensure that fresh drinking water is available at all times
8	ensure that food is of an appropriate temperature before being served to children
11	extend the behaviour management policy to include bullying
3	plan a range of activities and play opportunities for children's language development in the red room
6	ensure tools are inaccessible to children
7	ensure the written record of medicines given to children, and accidents, is

	signed by parents and staff
5	ensure that sufficient furniture, including domestic style furniture, and equipment is available to meet the needs of children in the red room

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Priory Day Nursery provides a stimulating learning environment for children so that overall children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development. In communication, language and literacy, their knowledge and understanding of the world, physical, creative and mathematical development, they make generally good progress.

The quality of teaching is generally good. Staff are enthusiastic and work well together to provide an interesting curriculum. Staff's awareness of the early learning goals allows them to plan an interesting and appropriate range of practical activities. They develop good relationships with the children and manage their behaviour well, acting as good role models for the children to follow, and giving praise and encouragement when due. Some activities result in missed learning opportunities, because staff do not always make full use of time and resources. The system for using information about children's learning to inform future planning, is not yet fully developed.

Leadership and management is generally good. The manager is forward thinking and keen to develop the provision. All staff are encouraged to attend relevant training and to share their knowledge with the team. Regular staff meetings and appraisals promote the ongoing development of the provision. However the monitoring and evaluation of the provision is not yet rigorous to identify gaps in the curriculum.

Partnership with parents and carers is very good. Parents are fully informed about the foundation stage, and their child's progress. Parents are encouraged to share what they know about their children and to complete a development questionnaire at the beginning of the foundation stage curriculum. They are provided with regular written reports on their child's progress across all areas of the curriculum, and are encouraged to continue their child's learning at home.

### What is being done well?

- Personal, social and emotional development is very good. Children are developing a clear awareness of their own needs and have good skills in personal independence.
- Staff work well together and attend regular training events to develop their skills and knowledge.
- Children behave well and understand the boundaries set by staff.
- Partnership with parents is very good. They receive clear information about their child's progress in all areas of learning and can follow the curriculum at

home through a range of suggested activities.

**What needs to be improved?**

- The monitoring procedure, so that any gaps in the curriculum can be identified and addressed in future planning.
- The use of staff's time and resources, to extend children's learning in all areas of the curriculum.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in personal, social and emotional development. They behave well, understand the boundaries set for their behaviour and know what is right and wrong. Children relate well to staff and each other, and approach other adults with confidence. They have good skills in personal independence and can confidently select their own resources. They settle quickly and engage enthusiastically in activities, generally persevering until complete.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in communication, language and literacy. They receive opportunities to engage in role play situations, but receive too few opportunities to retell and interact in stories. They receive regular opportunities to engage in conversations in small and large groups and listen well to instructions. Children hold a pencil well, but have too few opportunities to engage in mark making activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in mathematical development. They regularly practice counting in every day activities and nursery routines. They can recognise and name some shapes and use some mathematical language in context. However they have too few opportunities to use problem solving and calculating, or to build on existing skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in knowledge and understanding of the world is generally good. Children use a computer confidently to complete a simple programme which supports their learning. They select their own resources to construct a range of objects. They talk about past and present events in their own lives with confidence. Children receive limited opportunities to explore and investigate their environment.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's progress in physical development is generally good. They have a good understanding of the importance of personal hygiene. They use a range of mark making equipment and small tools with increasing skill. Children negotiate space well and move with confidence in a variety of situations. However, children have limited opportunities to develop their use of bats and balls, and their kicking, throwing and catching skills.



CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. They use their imagination well in role play and explore sound and rhythm with confidence, through the use of musical instruments and in songs. They recognise and can name a range of colours well and are developing their senses through a variety of activities. However resources are not effectively planned or organised which results in missed learning opportunities.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure that staff time and resources are used effectively in all areas of learning.
- Develop the assessment system so that it is used to inform future planning, to give children sufficient challenge across all areas of the curriculum.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*