



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 510088

DfES Number: 521320

INSPECTION DETAILS

Inspection Date 07/09/2004
Inspector Name Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Primley Park Children's Nursery (Alwoodley)
Setting Address 48 Nursery Lane
Alwoodley
Leeds
West Yorkshire
LS17 7HW

REGISTERED PROVIDER DETAILS

Name Primley Park Children's Nurseries Ltd 3770128

ORGANISATION DETAILS

Name Primley Park Children's Nurseries Ltd
Address 48 Nursery Lane
Alwoodley
Leeds
West Yorkshire
LS17 7HW

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

Primley Park Day Nursery (Alwoodley) is one of three privately owned nurseries that offer full day care. It was registered in 1991. It operates from a converted and extended detached property in a suburb of Leeds known as Alwoodley and serves the local community. There are three main rooms, one of which is divided into two areas. And there is an attached outdoor play area.

Staff are currently caring for sixty-eight children, of which thirteen three-year-olds are in receipt of nursery education funding. The nursery currently supports children with special needs and there are no children attending that have English as an additional language.

The nursery opens five days a week all year around, with the exception of Bank holidays and the week between Christmas and New Year holidays. Sessions are from 08:00 until 12:45 and 13:15 and 18:00 hours. Children can attend for a variety of sessions.

There are twenty one members of staff caring for and working with the children. The majority of staff hold relevant early years qualifications to NVQ level two or three, and some staff are currently working towards further development. The Nursery receives support from a teacher from the Local Authority.

How good is the Day Care?

Primley Park Nursery (Alwoodley) provides good quality care for children. Despite the person in charge of the baby room, not yet having appropriate qualifications, the setting is organised very well. With good use made of space and time that creates a stimulating and orderly environment which encourages children to feel safe, and develop their independence. The nursery is clean, well maintained, warm and welcoming, with children's work and photos attractively displayed. A wide and stimulating range of furniture, equipment and toys, which are appropriate for their purpose, suitable for the differing needs of the children and sufficient in quantity is available and used effectively.

Staff have a high level of awareness of all risks to children's safety. There are very good procedures in place for staff to promote hygiene, for children to receive proper care if they are not well and reduce the risk of spreading infection. However, prior written consent from parents is not always obtained before some non-prescription medication is administered. Staff provide drinks and healthy food regularly and comply with dietary and religious requirements. Children's individual needs and special needs are respected, valued and are successfully met.

The excellent quality of the staff's interactions significantly enhance all aspects of the children's development. They form very good relationships, which helps the children feel secure and children are busy and interested in their environment. Staff have a sound understanding of behaviour management and use appropriate strategies to meet the differing levels of understanding in children.

There are strong and trusting relationships with parents in place. Information is shared regularly and staff and parents work together effectively to meet the children's needs. Documentation is very organised and underpins the effective day to day running of the setting.

What has improved since the last inspection?

The staff have met all actions raised at the previous inspection. They have successfully improved the care and learning of children through meeting the required qualification ratio, by recruiting additional staff with appropriate early learning qualifications. They have also fitted toilet doors allowing the children privacy when required.

What is being done well?

- Staff manage children effectively and the excellent quality of their interaction significantly enhances all aspects of the children's development. They know the children well, forming very warm relationships with them and this enables them to continually challenge and extend the children's learning. Children are developing good independence, they are busy and interested in their environment and are confident in approaching adults.
- Staff have a high level of awareness of all risks to children's safety. They take all reasonable steps to ensure the physical environment is safe and secure e.g. fire drills are regularly undertaken and recorded, risk assessments are completed in all areas of the nurseries, both indoors and outdoors and staff are vigilant in the use of equipment such as safety gates and socket covers.
- Children's individual needs are respected and valued, for example, excellent attention is given to meeting babies individual needs regarding sleeping, eating and nappy changing.
- The staff have a sound understanding of behaviour management and use appropriate strategies to meet the differing levels of understanding with children, for example, in addition to encouraging older children's understanding by displaying simple nursery rules, they promote co-operation

and helpfulness by nominating two special helpers every day.

- The staff are very friendly and approachable. They develop strong and trusting relationships with the parents, share information regularly and work together to meet the children's needs. The procedures that keep parents informed are very good e.g. all parents are given written guidance, containing comprehensive information and a selection of policies. Further policies are displayed in the nursery and in addition to a parents evening, a parents curriculum evening is scheduled on an annual basis.

What needs to be improved?

- the qualifications of staff, with regard to the person in charge of babies
- the medication procedures, with regard to obtaining prior written permission from parents before administering all non-prescribed medication.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure prior written permission from parents is obtained before administering all non prescription medication to children.
2	Ensure staff qualification requirements are met, regarding the Person in Charge of babies.

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

How effective is the nursery education?

Primley Park Nursery (Alwoodley) provides overall, very good provision for children. The children make very good progress in all areas of learning.

The quality of teaching is very good. Children are secure in their setting and enjoy the activities available. They make very good progress in learning and are achieving their potential as young learners because staff have a firm understanding of how children learn and of the early learning goals. Staff are committed and have an easy rapport with the children and they use exciting methods to introduce new skills and learning and encourage the children to 'move on' in their learning. Staff observe and assess children's learning regularly and sessions are organised well to promote all children's learning, including those with special needs.

Leadership and management is very good and has a positive impact on the children's progress. The setting provides high quality aims and objectives and these are achieved in practice because staff are skilled and work as a team. The manager is organised and there are continuous monitoring systems in place, ensuring any weaknesses regarding the teaching of children and their progress, are fully addressed. There is a strong commitment to improvement through staff accessing a very good selection of training which is then often cascaded down to fellow staff.

The partnership with parents and carers is very good which supports children's learning very well. Staff use a variety of ways to ensure parents have a full understanding of the setting and educational provision, through a detailed parent guide and parent evenings held yearly, which promote a good understanding of the Foundation Stage. Staff respect and value parents and encourage them to be involved in their children's learning through skills being practiced at home. They are currently revising the children's profiles to make them more user-friendly and encourage more parents to contribute.

What is being done well?

- Staff give high priority to nurturing children's physical, social and emotional development. They create a secure atmosphere where children can develop good attitudes. Children are confident and interested in their surroundings and most are able to work on their own.
- Staff build good relationships with children. They have an easy rapport and consistently challenge and encourage children to think, using their firm knowledge of how children learn, for example, they use exciting activities like asking the children to guess what artefacts are in a sack and then discussing and physically exploring their uses.
- Parental partnerships are strong and trusting. Staff ensure that parents are fully informed on the settings policies, procedures and educational provision.

For example, a detailed parents guide book is given to each parent, policies are displayed in the nursery, and parents are encouraged to attend both parent and foundation evenings.

- A very good range of climbing apparatus available in the outdoor area ensures children make good progress in physical development.
- Staff and management work hard and are able to address there strengths and weaknesses to ensure the children are able to reach their full potential with the early learning goals before they leave the setting.

What needs to be improved?

- the further encouragement of parents to be involved in their children's learning.

What has improved since the last inspection?

Staff have continued to monitor the procedure for assessing and recording children's achievements. They have fully revised this system to now include all six areas of learning systematically and effectively, this now allows them to be fully aware of the stage that children are at in their learning, and they are able to use this information to inform their future planning and ensure children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic and motivated to learn, most are confident and settle well and are happy to try new activities and speak in familiar groups. They are forming good relationships and are developing very good personal independence skills and most are able to select resources for themselves with confidence and work independently. Children are developing a good awareness of the boundaries and expectations of the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact with adults very well. They listen, respond and interact with enjoyment to stories. They confidently use talk to explore ideas and past experiences both individually and familiar groups. Children are learning that print carries meaning and are starting to link sounds and initial letters and most children are able to recognise familiar words such as their name. Children are beginning to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show interest in numbers and counting and say and use numbers in familiar context. Most can count confidently to five and recognise numbers of personal interest. They are developing early mathematical understanding through practical activities and discussion and are beginning to use the vocabulary involved in adding and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to investigate objects and materials using their senses. They look closely and find out about objects and living things and discuss and experiment with new objects such as 'wands and clocks', which are introduced at group time. They are developing an understanding of past and present events and able to find out about the environment, in which they live, through activities such as local walks. Children are gaining good skills and understanding in using everyday technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are increasing their control and skills in handling tools and malleable materials. They are beginning to recognise that staying healthy is important through everyday good practice, with regard to hygiene and applying sun cream when appropriate. They demonstrate a good awareness of space and are developing skills control and co-ordination in physical development, through using a good range of climbing and balancing apparatus.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children can confidently differentiate some colours. Children are able to recognise some sounds of the musical instruments that are available and are able to explore how these can be changed. They are able to enthusiastically sing a good selection of songs from memory both independently and in groups. Children are developing understanding of shape, form and texture through the exploration of materials in two and three dimensions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following.
- continue to develop the children's assessment profiles to further encourage parental participation.

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.