



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224170

DfES Number: 544977

INSPECTION DETAILS

Inspection Date	01/10/2004
Inspector Name	Dianne Andrews

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Priory Lodge Day Care Nursery
Setting Address	Priory Lodge, Priory Road Shrewsbury Shropshire SY1 1RU

REGISTERED PROVIDER DETAILS

Name	Ms Julie Amanda Parry
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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

Priory Lodge Day Care has been open since January 2000. The nursery is located close to Shrewsbury town centre. It operates in a listed, three storey building near the Quarry. There are five activity rooms, staff facilities and an enclosed area for outdoor play. Children also have use of a nearby dance studio for physical activities. Children come from a variety of social backgrounds and reflect the cultural mix of the area in which the nursery is situated.

The setting is registered for 35 children aged under 5 years old. There are currently 71 children on roll, 30 of whom are in receipt of Nursery Education funding. The nursery operates from 08:00 to 18:00, Monday to Friday.

The proprietor is responsible for the daily running of the setting. There are nine other staff working with the children, over half have recognised qualifications in childcare. The setting receives support from the Early Years Partnership through visits from a qualified teacher.

How good is the Day Care?

Priory Lodge provides satisfactory quality of care for children under five years. The nursery has been going through a period of change and staff are now committed to further training in order to enhance their skills and personal development. A welcoming environment is provided, where space is well-organised to suit the needs of the children attending. Documentation is well-maintained and helps to ensure efficient management of the setting.

The daily routine encourages children to be independent and have good personal hygiene standards. However, some health and hygiene procedures within the nursery should be reviewed, to ensure that the good health of children is consistently promoted. Staff demonstrate a good awareness of safety issues; effective procedures are in place to protect the children from the majority of potential hazards.

Children of all age groups benefit from a well-planned and resourced environment. They take part in a range of activities, which help them progress in all areas of development. Children are confident and well settled; good relationships have been formed with staff and each other. Staff show interest in what children do and say, they use record and observations to help them plan the next steps in the children's play and learning. Children are well behaved and respond positively to expectations.

Parents are kept well-informed about the setting's activities. Staff provide regular opportunities to exchange information, both formally and informally, with parents.

What has improved since the last inspection?

Not applicable, there were no actions raised at the last inspection.

What is being done well?

- Children are cared for within small groups, which enables staff to be aware of children's individual characteristics and effectively meet their needs.
- The partnership with parents is good. Written information, parents' evenings and verbal feedback ensures that parents are well informed about their child's progress.
- Staff have a calm and consistent approach towards the children. Children receive encouragement and are praised for their achievements. They respond well to requests made of them.

What needs to be improved?

- health and hygiene procedures in the areas of; food handling, nappy changing and arrangements for children's rest/sleep
- promotion of good health in children's snacks
- safety of curtain tie-backs.

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 should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
7	Ensure that nappy changing procedures consistently promote good hygiene practice.
7	Improve food-handling procedures by ensuring that food carried between floors is appropriately covered.
7	Ensure that the arrangements for the provision of children's sleep help to prevent spread of infection and promote the good health of children.
8	Ensure that all snacks provided promote children's good health.
6	Ensure that curtain cords/tiebacks are inaccessible to children.

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

How effective is the nursery education?

Priory Lodge provides generally good nursery education for children. Key staff have attended training to ensure that they develop a clear knowledge of the Foundation Stage curriculum. Children are making generally good progress towards the early learning goals in most areas of learning.

The quality of teaching is generally good. Staff provide many worthwhile learning opportunities. They ensure that a variety of resources are available to children and make good use of space available, however they are still developing ways in which opportunities can be offered for children to self-select activities and resources. Children are grouped effectively, which ensures that key workers know their children well. They use observations to move children on appropriately in most areas of their learning. Further development of the planning system will ensure that a balanced curriculum is offered, which takes account of children's differing attendance patterns. The setting supports children with special educational needs and has appropriate systems in place to offer support to children with English as an additional language.

Leadership and management of the setting are generally good. There is commitment to improving care and education for children in the group, with staff meeting regularly to review the educational programme. Staff are clear about their roles and responsibilities, however some management systems, such as regular staff appraisals, are yet to be developed. Training and development of staff is given priority, but there have been problems accessing relevant courses, which has been outside of the nursery management's control.

Partnership with parents is very good. Parents are kept well-informed of their children's progress. Staff maintain effective relationships with parents, providing them with good quality information regarding the educational provision. Communication between staff and parents is friendly and relaxed.

What is being done well?

- Children enjoy the activities and play developed from planned themes. They are stimulated and excited by tactile activities, such as the exploration of spaghetti and the items in the 'autumn box'.
- Children behave appropriately and are aware of the rules within the setting. Staff have high expectations of behaviour and promote children's self esteem through re-enforcement and praise.
- Three and four-year-olds are confident and most work well independently, showing that they are keen to learn. They play co-operatively together, taking turns and sharing with others.
- Parents are encouraged to share in their children's learning and are kept well-informed of their progress. Staff work hard to maintain good relationships

with parents, who are provided with appropriate information about the group and educational programme.

What needs to be improved?

- activities to encourage children to recognise letters, other than the ones in their own names and to make progress in linking them to sound
- the tailoring of activities to extend the learning for the more able child and to develop opportunities for less confident children to join in
- opportunities to access numerals within the environment and use them as a learning tool and resource
- activities and opportunities for children to show a developing understanding of addition and subtraction
- children's independence in selecting their own materials and resources
- consideration of the learning potential within the daily routine
- the programme for on-going staff appraisals.

What has improved since the last inspection?

The systems for ensuring that parents are kept informed about their children's progress and are more involved in their learning have been developed since the last inspection.

The procedures now include opportunities for parents to be involved in their child's initial profile and to discuss developmental progress at regular intervals throughout their child's time at the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Strong relationships with staff have a positive effect on learning and children respond to staff's guidance. They behave appropriately and are aware of the rules within the setting. Most children confidently express their needs and ideas and relate well to each other and adults in the group. Older children concentrate effectively when working alone or at a group activity. Personal independence is encouraged well in many areas, although opportunities for self-selection and choice are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are becoming confident communicators, they engage easily in conversations with their peers and adults. Most listen to others with interest and respond appropriately, although at times staff allow more able children to dominate the group. Good role play opportunities encourage the extension of children's vocabulary. They make marks and practise writing for a variety of purposes, but some activities lack challenge for older children. Opportunities to link sounds to letters are limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Staff provide a range of activities, both planned and spontaneous, to encourage children to extend their learning in shape and counting. Through everyday experiences, children develop an understanding of matching, sorting and sequencing. There are, however, few opportunities for children to become familiar with written numerals within the environment and opportunities to explore the concepts of calculation could be further developed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children show an interest in and knowledge of the world around them. They are developing an understanding of past and present events and are becoming aware of their own environment, local community and of other cultures and beliefs. Children have opportunities, through planned activities, to explore and investigate and have many opportunities to work with a range of natural materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children access and use a range of tools and large and small equipment, on a daily basis, which helps them to develop skills effectively. They are learning about movement and developing a sense of space through planned dance and gym sessions. Children enjoy outdoor play and most participate confidently. They are developing a good awareness of keeping themselves healthy through everyday routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>There are opportunities for children to express themselves through music, movement, singing and model making. They re-enact a range of real and imaginary experiences using role play, taking on and developing a variety of characters. Children explore colour, shape and texture through planned activities, but do not have access to materials and resources to encourage creativity through their own imagination.</p>	

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

- Develop the system for planning, considering within this the learning opportunities in everyday activities and routines, regular opportunities for children to link sounds with letters and to encourage children to begin to develop an understanding of calculation.
- Develop opportunities for children to self-select activities and initiate their learning and to be able to access numerals within the environment to use them as a learning tool.
- Consider ways in which activities can be tailored to meet the needs of individual children within the key-worker groups.

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.