



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319393

DfES Number: 593114

INSPECTION DETAILS

Inspection Date 30/04/2004
Inspector Name Thecla Grant

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Primley Park Childrens Nursery
Setting Address 60 North Park Avenue
Leeds
West Yorkshire
LS8 1HS

REGISTERED PROVIDER DETAILS

Name Primley Park Childrens Nursery (Roundhay) 3770128

ORGANISATION DETAILS

Name Primley Park Childrens Nursery (Roundhay)
Address 60 North Park Avenue
Roundhay
Leeds
West Yorkshire
LS8 1HS

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 Childrens Nursery opened in 1999. It operates from five rooms in a converted prep school in the Roundhay area of Leeds. The nursery serves the local and surrounding areas.

There are currently 114 children from three months to four years on roll. This includes 30 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and currently supports four children who speak English as an additional language.

The group opens five days a week all years round. Sessions are from 07:30 until 12:45. Then 13:15 until 18:00.

Six part-time staff and 14 full-time staff work with the children. Over half of the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Primley Park Childrens Nursery provides satisfactory care for children. The environment is warm and welcoming for children and parents. Staff work very well as a team and make very good use of the space and resources available. They provide a supportive environment for children, who are settled and happy.

Staff are aware of the safety requirements of the nursery, however, not all staff fully implement the safety policy. Staff are active in promoting health and hygiene with children and very good arrangements are in place for meal times. However, not all staff have a good understanding of child protection issues.

Systems are effectively in place to ensure all children are included and their differences and individual needs are suitably met. Children confidently make decisions about their play and learning as they choose from an excellent range of

toys and activities to help them make progress in all areas. Staff observe and record what children do to help them plan the next steps in play and learning. Children are very well behaved.

Staff have a positive working relationship with the parents; they provide them with a good balance of written and verbal feed-back regarding their children's progress. Most documentation is in place.

What has improved since the last inspection?

At the last inspection the group agreed to; review information given to parents about policy and procedures and parental access to them; provide suitable rest and sleep facilities for all children; ensure the nursery has an operational plan; devise an action plan showing how staff to child ratios will be maintained at all times; provide a record of visitors to the nursery; provide an action plan showing how the National Standards space requirements will be met; provide an action plan showing how group size will be limited to 26 at all times.

All actions from the last inspection are met; parents have good access to policy and procedures, children have suitable facilities for sleep; the operational plan is seen to be working; staff ratios are well maintained; visitors book is provided; the nursery has adjusted the rooms so National Standards space requirements are met; group size of children is limited to required numbers. Children are adequately supervised and confident in their surroundings.

What is being done well?

- The environment is warm and welcoming with pictures of children's art work creatively displayed throughout the nursery. The baby room is filled with natural light and organised to entice children to play. Staff in the toddler room make very good use of space; children are appropriately grouped and confidently choose from an excellent range of age appropriate toys and equipment which are fun, interesting and easily accessible.
- Children are happily involved in a wide range of activities which support their language, mathematical thinking, imagination and creativity. Staff are aware of the equal opportunities policy and make sure all children are included and their differences acknowledged and valued. Very good arrangements are in place to care for children with special needs. Staff manage children effectively; the quality of their interactions significantly enhances all aspects of children's development.
- Staff have developed a positive working relationship with parents. Effective systems are in place to inform parents of the provision and their children's progress, through daily feedback, a prospectus, a parent notice board and letters.

What needs to be improved?

- documentation, regarding procedures for lost or missing children;
- the child protection policy, regarding the procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- staffs' knowledge and understanding of child protection issues
- safety, regarding children's accessibility to toxic substances on sink units

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
14	Make sure procedures are in place in the event of a lost or missing child.	30/06/2004
14	Make sure the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer.	30/06/2004

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

Std	Recommendation
6	Devise a risk assessment to identify what actions are needed to minimize risk or hazards in all areas used by children (toxic substances).
13	Develop staff's knowledge and understanding of child protection issues.

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

How effective is the nursery education?

Primley Park Children's Nursery (Roundhay) offers overall, a very good quality provision which helps children make very good progress towards the early learning goals in all six area of learning.

The quality of teaching is very good. Staff provide and use good quality resources and make them easily accessible to encourage children's independence. They effectively challenge and extend children's learning, through the planning of stimulating activities linked to the six areas of learning, and dividing the children into groups of similar attainment levels, so more focus activities and challenges can take place. Staff are fully aware of children's individual needs and set clear and consistent boundaries which encourage children to behave well. Staff's knowledge of the stepping stones and the new system for monitoring children's progress needs to continue to be developed, to ensure the use of assessment is effective.

Leadership and management is very good, well established and has a positive impact on the children's progress. The aims for the setting are clear, the staff understand their roles and responsibilities. Staff have a collaborative approach and work well together to provide high quality care and education. There is strong commitment to improvement through the use of an employed teacher, the advice and implementation of suggestions made by an advisory teacher and through staff accessing training. Staff know their strengths and weaknesses and set clear and realistic targets, acting on their evaluations to make improvements.

The partnership with parents/carers is very good and contributes to the children's progress towards the early learning goals. Staff are vigilant in ensuring parents understand the foundation stage and very effective systems are in place to communicate this, and information on the developmental progression of their children.

What is being done well?

- There is a strong and established staff team, who give high priority to nurturing the children's personal, social and emotional development. They create a secure atmosphere where children develop good attitudes and dispositions to learning. The children show excitement and are motivated to learn. They are developing good relationships and behaviour is of a high standard.
- Children are given regular opportunities to practice their writing skills and develop knowledge and understanding of letter sounds through well planned activities, for example, children enthusiastically match letter sounds and clues and are able to guess the pictures on flash cards. They write shopping lists and post cards and used them in their role play.

- Staff effectively help children become more aware of their environment and the natural world, for example, they provide many first-hand experiences such as walks in the community and invite visitors into the setting, for example, the 'Postman' visited and collected letters from the children.
- Parental partnerships are developed, encouraged and valued which has a positive impact on the children's learning. Management use a variety of ways to keep parents fully informed about the setting and its provision, for example, they hold 'curriculum evenings' in addition to 'parents evenings' and parents are given individual information on the foundation stage. Staff also send out regular newsletters, and a notice board and the nursery prospectus is available for further information.

What needs to be improved?

- staffs knowledge and understanding of the stepping stones and the new assessment system.

What has improved since the last inspection?

The staff have made very good progress in response to the previous key issue raised.

To provide children with continuing opportunities to collect natural objects found in the locality and to explore these in a wider variety of ways especially through design activities.

The staff have incorporated short term objectives in weekly focus plans and detailed who is responsible for the actions. They have also adjusted medium term planning to reflect the local environment and have enlisted children, staff and parents to collect resources as required, for example, a focus activity allowed children to visit a local allotment and collect, plants and wild life which they then observed using a magnifying glass, and then discussed in both large and small groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are excited, very curious and motivated to learn. They are confident to try new activities, and are able to work independently as well as in groups. They form very good relationships with peers and adults and some four-year-olds are confident enough to suggest ideas. Children are developing understanding of what is right and wrong and are successfully developing skills in personal independence, for example, they access their own snacks and drinks during afternoon sessions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact and negotiate very well with adults and peers. They listen and respond with enjoyment to stories and use speech very well to explore feelings and organise play in imaginative areas of the setting. Children are beginning to understand that print carries meaning and are exploring sounds and successfully linking them to letters. They are attempting to write for a variety of purposes, for example, shopping lists and postcards and some four-year-olds can form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children can use and say some numbers in familiar context and can count confidently beyond five. They show an interest in shape by playing and making arrangements and models, with small and large construction equipment, and are confident in using mathematical language to describe and compare position, size and quantity. Some four-year-olds show confidence with numbers and are able to initiate number activities or offer solutions to simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children effectively investigate objects and materials using their senses. They look closely at similarities and change and are beginning to identify features of living things, for example, children curiously explore the properties of a snail, making reference to its size, shell and colour. Children are beginning to differentiate between past and present and are developing skills and knowledge of Information Technology, cultures and beliefs through a selection of good quality resources.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children negotiate space successfully. They are able to extend their climbing and balancing skills through use of excellent outdoor physical equipment, and some four-year-olds are skilful at manoeuvring wheeled toys. Children have access to a range of tools, construction and malleable materials and are developing skills in eye and hand co-ordination. Some four-year-olds are able to recognise the importance of keeping healthy and of those things that contribute to it.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Four-year-olds are able to use colour for a particular purpose and children are able to differentiate most colours. They use their senses well and are confident to explore texture, form and space in two and three dimensions. Children enthusiastically join in with actions and are able to sing simple songs and rhymes from memory and explore the sounds of instruments through regular opportunities in the outdoor area. They use their imagination well in all activities and areas of the setting.	

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:
- consolidating staff's knowledge and understanding of the stepping stones and the new assessment system.

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.