

# Priory Lodge Day Care Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	224170
<b>Inspection date</b>	30/03/2011
<b>Inspector</b>	Mary Henderson

<b>Setting address</b>	Priory Lodge, Priory Road, Shrewsbury, Shropshire, SY1 1RU
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of 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.

The nursery is registered by Ofsted to care for a maximum of 35 children, from birth to under five years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 52 children on roll in the early year's age range. The nursery is open from 8am to 6pm Monday to Friday throughout the year.

The nursery currently supports children with special educational needs and/or disabilities and children who have English as an addition language. The nursery employs 8 members of staff all of whom have early years qualifications. One member of staff holds a degree in early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The management and staff develop strong relationships with parents and their children. This effectively promotes inclusion for all children on roll. The staff also liaise very well with other providers of the Early Years Foundation Stage which further promotes inclusion. The staff make good use of all resources to provide a range of learning opportunities for the children. The self-evaluation processes are good. The systems in place to monitor safeguarding robust.

Most of the defined play areas are used well by the children. The staff make good use of indoor and outdoor areas, equipment and outings to provide a good range of opportunities to extend children's development across all areas of learning. Most systems to evaluate the provision are in place. Most systems to ensure robust risk assessments and to ensure children feel safe and secure at all times are also in place.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- update the risk assessment to include all outings involving the children
- ensure all parents are fully included in the self-evaluation processes of the setting
- support children in feeling safe and secure through preparing them for changes that may occur in the routine.

## **The effectiveness of leadership and management of the early years provision**

The positive relationships between the staff, children and the parents are good and ensure children's needs are identified and met. Relationships with other providers of the Early Years Foundation Stage ensure inclusion and continuity for all children on roll. The risk assessments identify possible risk to children in the indoor and outdoor areas. However, the risk assessment for all outings are not yet fully recorded. The children are safeguarded because the staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self evaluation systems in place are good and include input from the children, staff and management. However, the systems do not yet fully include all parents on roll.

Information sharing with parents is good. There is written and verbal two-way exchange of information to ensure children's needs are met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. The policies and procedures are accessible to all parents.

## **The quality and standards of the early years provision and outcomes for children**

The children recognise the importance of keeping healthy and those things which contribute to this. They like to talk about which foods are healthy or not so healthy for their bodies during group time. They also make comments such as 'I like cucumber and carrots' at meal times and talk about the effects of physical activity on their body after exercise. Older children and toddlers spend much of their time playing outdoors including having snacks on the astroturf grassed area with their peers. The staff recognise the learning potential of the outdoor play as they ensure all areas of learning and development are fully fostered. The children can ride their trikes and use the climb and balance equipment or run around in the fresh air with their peers. They can paint, make glue and stick cards to take home to their family or build with large wooden blocks in the construction area. Younger toddlers and babies enjoy regular outdoor activities as they crawl around on mats and blankets and sit on the push along equipment with their key workers or climb up the small climb and slide apparatus. The children learn about hygiene through routines. They know to wash their hands before eating, after outdoor play and visits to the toilet. They are independent and help themselves to drinks of water throughout the day. The children are provided with a healthy balanced diet which includes vegetables, meat and fish and lots of fruit for snack times. Children's dietary requirements are fully recorded and acknowledged by the onsite cook.

Children are beginning to have an awareness of how to stay safe. They learn about crossing the road safely while on local outings closely supervised by their key

workers. This is extended during their story times and discussions. Children's learning about safety issues is further fostered through visitors such as the police and fire officers who talk to them about road safety and other safety issues. Generally, the children feel safe and secure in their environment. Older children seek comfort and support with their activities and younger babies and toddlers are held and cuddled when they become unsettled. However, the staff do not always ensure all children feel safe and secure during changes to their routines, such as the arrival of visitors to the setting. Children's sense of belonging is fostered well because their art work and photographs are displayed for them around their play areas. Babies and younger toddlers are comforted by the staff as they look at pictures of their close and extended family and pets in their individual albums. This helps to support their settling in skills.

Older children problem solve as they explore the computers that provide them with opportunities to calculate and look at shape, number and colour. They enjoy listening to and following the voice instructions as they competently use the mouse and keyboard. Younger children like to push buttons on the battery operated toys, watching the lights and listening to the voice instructions with their key workers. Older children like to be involved in baking activities as they weigh out the ingredients to make biscuits and observe the baking process over time. Everyday routines support children's learning as they count the girls and boys during registration time.

Children observe, find out about and identify features in the place they live and the natural world. They enjoy a broad range of outings to places of interest. This includes regular visits to the nearby Quarry Park. Here the children like to make bark rubbings, talk about the plants and wildlife around them, feed the ducks and notice changes over time throughout the seasons. During local events the children look round at the various stalls and talk about their findings back at the setting. They also visit the local market where they choose fruit and vegetables to bring back for snack time.

The children are beginning to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. They play with a broad range of resources that reflect positive images of diversity including dolls and models and they look through various story books which also depict positive images of disabled people. The children explore various festivals around the calendar year through arts and crafts and role play. They like to look at artefacts from around the world and seek out information in reference books.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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