

# Primley Park Children's Nursery (Roundhay)

Inspection report for early years provision

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<b>Unique reference number</b>	319393
<b>Inspection date</b>	27/03/2011
<b>Inspector</b>	Shazaad Arshad
<b>Setting address</b>	60 North Park Avenue, Leeds, West Yorkshire, LS8 1HS
<b>Telephone number</b>	0113 393 0066
<b>Email</b>	
<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.

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## **Description of the setting**

Primley Park was registered in 1999 and is one of four privately owned nurseries. It operates from a converted school building, which has access to a secure outside play area. The nursery is located in Roundhay, Leeds and serves the local and surrounding areas.

It is registered on the Early Years Register. With the exception of bank holidays. The setting opens each weekday throughout the year from 7.30am to 6pm. The nursery may care for a maximum of 75 children at any one time and there are currently 120 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 18 staff employed to work directly with the children, of whom 17 have an appropriate early years qualification. The setting has close links with the local Early Years team and receives teacher support.

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

Overall the quality of the provision is good.

Consistent positive interactions help children to feel very safe and secure, and help them to make good progress in their learning. They build positive relationships with parents and support children to become independent and capable of forming strong bonds and friendships. Inclusive practice is central to the daily operations within the setting. The management team have a very clear vision for the future, complete effective self-evaluation and demonstrate a commitment to making continuous improvement. This has a positive impact on children's care and learning.

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

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

- review supervision arrangements for lunch times, to ensure that the needs of all children are fully met
- develop further the use of self-evaluation to recognise the importance of continuous improvement and to develop a culture of reflective practice.

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

Safeguarding policies and procedures are rigorous. Staff have up-to-date knowledge of the possible signs and symptoms of abuse and the procedures to follow should they have any concerns about a child. All staff in the setting are rigorously vetted with all necessary checks completed. Robust systems are in place

to record the details of any visitors, including the purpose of their visit. Staff have a systematic approach towards assessing potential risks and take effective steps to prevent accidents. Furniture and equipment is good quality and the effective deployment of staff ensures children are safe and achieve their planned goals in learning and development. Staff support and develop activities which engage children and focus on their individual interests, so that they are curious, inquisitive and make good progress. Children freely access a wide range of resources that promote positive images. Staff use these successfully to help children understand, respect and value those who are different to themselves.

The management team are highly motivated. They have a clear ambition for the future, and are beginning to put together robust action plans to ensure targets are achieved successfully. The management team show a high commitment to further developing staff through good in-house training and external courses. For example, two staff are completing courses such as the Foundation Degree and the Early Years Childhood Studies. This results in a staff team who are knowledgeable, remain up-to-date with current high quality childcare practice, and are fully aware of their roles and responsibilities in the setting. Regular supervision sessions and a thorough induction programme ensure that the staff team receive plenty of guidance and support to enable them to meet the needs of the children that attend. All the previous recommendations have been completed and this impacts positively on the outcomes for children. The self-evaluation systems are ongoing and developing well alongside the local authority quality improvement plan.

From the outset staff work in complete partnership with parents and ensure that their views are welcome. Parents praise the setting highly and feel very well-informed about their child's progress. Daily discussions with staff, questionnaires, use of a suggestion box and parent meetings gives them a good insight into activities available to their child. This promotes good communication and creates a sense of belonging. The relationship with other professionals is positive. Staff liaise with other settings and have been proactive in attending meetings and visiting settings, with transition records available.

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

The quality of children's learning and development is built on learning through play supported by a framework of quality planning and evaluation. The nursery embraces the spirit of the Early Years Foundation Stage by planning activities that are designed to meet the unique needs of the children. They achieve this through good interactions and analysis of observations, which are used to effectively help children make progress. The nursery environment has benefited from recent decoration upgrades and is attractive and welcoming. Children benefit from a range of purposeful activities that help them to become resilient, confident and self-assured learners. All children are making good progress across all areas of learning. They explore with a broad range of different materials and media and are confident to express their thoughts and ideas. Activities that support phonological awareness are plentiful. The children link sounds to letters and enjoy rhymes and stories. They develop good skills for the future as they competently use computers

and explore mathematical concepts such as shape, space and length. The children participate in focussed activities, such as making kites and learning about how they can fly. Staff use open-ended questioning techniques in order to consistently engage children in sustained shared thinking, in order to help children to make connections and develop an idea or skill. For example, children's interest in dinosaurs extended to taking out resources from small world play into the sand outdoors. Younger children attending the nursery are equally well stimulated. They access a broad selection of resources and their sensory development is actively promoted through a wide variety of early years experiences, such as sponge painting and activities around gross and fine motor skills. They develop good language skills and are supported to build their imaginations through stories, role-play, dance, music and art. Visits are also made by a dance teacher to help children with movement and dance. This builds talents and encourages children to express themselves in front of others. The babies attending the setting also benefit from high-levels of stimulation from staff, who recognise, acknowledge and praise their attempts to communicate through babble and non-verbal gestures. They are extremely content and engaged in playful activities which encourage them to investigate and explore the interesting resources in the treasure baskets that capture their imagination.

The children are developing firm friendships and benefit from close relationships with their key workers. The children show good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others free from harm. For example, they have very good self-help skills and relish taking responsibility for the completion of small tasks, such as tidying away books or helping each other with gardening tools in the outdoor planting area. The children attending the setting respect cultural and linguistic diversity and are accepting of different needs and lifestyle choices. The children have a very strong sense of safety within the setting. They enjoy relationships with staff that are close, warm and supportive. In addition, they use equipment with care and take measures to prevent accidents, such as not running down the stairs and sensibly using the bikes outdoors.

The physical health of children and babies is given high regard. They sleep and rest according to their needs and benefit from fresh air and exercise. In addition, the children eat healthily and participate in activities which help them to learn about nutrition. However, the supervision arrangements during eating do not fully support children's needs as children become restless whilst waiting or when staff complete other duties.

Overall, the children demonstrate good levels of emotional wellbeing. This is largely due to the effort made by the dedicated and sensitive staff to build strong relationships which are supportive of children's different feelings and needs.

## 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

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