

Priory Street Nursery

Inspection report for early years provision

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Inspector Shazaad Ashad

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Priory Street Nursery was registered in 1992. It is managed by York Council Voluntary Service. The setting operates from the Priory Street Centre in Micklegate close to York centre. Children are cared for in a self-contained unit within the building which has one main playroom with a designated sleeping area and integral kitchen and toilet facilities. All children access a secure outdoor area adjacent to the playroom. The setting serves the local community and surrounding areas.

The nursery operates from 8.30am to 5.30pm Monday to Friday all year round, with the exception of Bank Holidays and one week at Christmas. The setting is all on one level with wheelchair access.

A maximum of 18 children may attend the setting at any one time from the ages of six months to five years, eight of whom may be under two years. There are currently 44 children on roll who are within the early years age range. The setting is registered on the Early Years Register. The nursery employs seven staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority. The setting supports children who have learning difficulties and disabilities, and those who speak English as an additional language.

The setting receives support from the local Early Years Development Officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made very welcome at the nursery which provides a caring and supportive environment. Their welfare is a key strength which means that they play and learn in a safe and secure environment. Good partnerships with parents, carers, the local school and other agencies help ensure that children's individual needs are well met so that they make good progress. The setting demonstrates a strong capacity for improvement and has developed most aspects of the self-evaluation to monitor practice and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the children's development files are consistent in the assessment of following through the next steps in their development
- ensure large group story times meet the needs of the mixed age ranges of the children
- develop further the process of self-evaluation into an effective tool to raise quality further by fully identifying future areas of improvement.

The effectiveness of leadership and management of the early years provision

The manager provides effective leadership for a team of experienced, committed and motivated staff. Children are effectively safeguarded because all of the team have a secure knowledge of child protection, recording and reporting procedures. Safety is given a high priority. Risk assessments are sound and effectively identify and minimise potential hazards to children. The premises are secure and visitors are monitored. Rigorous recruitment and vetting procedures ensure the suitability of staff. The manager is committed to developing staff expertise and through appraisals their training needs and personal development have been jointly identified. Any courses attended by staff are cascaded down to the whole team so everyone benefits. Documentation is generally well ordered and updated to ensure that the information is current.

There is a shared vision for inclusive practice and this helps to ensure that every child can achieve as well as they can taking into account their cultural background. For example, current displays reflect the ethnicity of some of the children from Asian countries. In addition, the good range of resources and positive images of others ensures that children are valued and their diversity is celebrated. Children have suitable space to play and rest, and indoor and outdoor space is utilised to maximise children's learning and play opportunities. Children enjoy easy access to resources that suit their needs, interests and abilities.

Partnerships with parents and others involved in the children's care and learning are good and very effective. Parents comment positively in questionnaires about the provision and are very happy with the standard of care that their children receive. The two-way communication contributes greatly to the happy and friendly atmosphere within the setting. Staff work skilfully with parents, carers and other professionals to ensure consistency of care and to support those children that are due to move on to the local schools. The manager and her staff regularly meet with other professionals such as the local authority early years team and local school reception teachers to discuss and share good practice for future transition.

The manager and staff team lead and encourage a culture of reflective practice. For example, the Ofsted self-evaluation form is currently being developed further to help focus their thoughts on the setting's strengths and weaknesses and plans for the future. The management team accept that there is more work to do the processes as there are areas that do not fully and critically reflect their practice. The two recommendations raised at the last inspection with regard to the recording of medication and independent access to some of the resources has been fully addressed. In addition, the setting have successfully obtained a grant and developed a wonderful and inspiring outdoor play area. Consequently, this shows a good capacity for improvement and willingness to improve the children's learning experiences.

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

All children are able to make good progress towards the early learning goals. They thoroughly enjoy their time in the nursery, make independent choices of their activities and demonstrate sustained concentration in their chosen activity. For example, during role play for the theme on Castles, they are dressed as guards and then decide to develop their individual roles and costumes to play imaginary roles of Kings, Queens and Princesses. Their communication and language skills are very strong and they enjoy developing their individual roles and explaining their duties in their acquired roles. They talk about the recent Royal Wedding and why they need to wear the correct headwear to show that they are a King if they wear a crown. In addition, the story time sessions are used to encourage children's thinking as they correctly predict the course of events. However, due to the nature of the mixed age grouping of the setting, some children become restless and therefore miss out on some aspects of their learning.

Planning is based on the children's interests and developmental needs. Observations and discussion times within key groups help staff to identify children's interests and incorporate these into the planning. Children's work is valued and displayed effectively, including a range of mark-making. Assessments from observation and commentary are recorded in the children's individual files. The assessments are shared with the school through the transition document. However, at the present time they do not clearly show how the children's next steps are followed through.

The secure and safe space is very well equipped and resources are easily accessible. Both the inside and outside areas have a wide range of activities available and these reflects all the areas of learning. The development of the enchanting outdoor area ensures there is a strong focus on using the outdoors for both physical development and for activities such as planting herbs, flowering plants and using the creative and sensory play areas.

Children demonstrate a good understanding of feeling safe and playing in a safe environment. For example, they use the range of physical play items in a safe way and understand the rules for play indoors. They understand specific safety issues in the areas of road and fire safety. Children are independent in their hygiene routines and adopt good healthy lifestyles, for example, their oral health through brushing their teeth. Children are strongly encouraged to develop a healthy lifestyle through healthy drinks and food provision. They eat fresh vegetables with their healthy main meals and have access to drinking water or milk. Children run and play outside, play ball games, access climbing and sliding apparatus. Key workers work closely with the children and keep parents well informed. For the younger children, parents receive a daily diary sheet. Staff work well together as a team and children learn to work and play well together. They make an positive contribution as they care about and support each other and learn to understand how their behaviour can affect other people. For example, they share the outdoor resources and their role play clothes so others have the opportunity to play their

chosen role in the area set up as a castle.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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