

Primley Park Children's Nursery (Alwoodley)

Inspection report for early years provision

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Setting address	48 Nursery Lane, Alwoodley, Leeds, West Yorkshire, LS17 7HW
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Type of setting	Childcare - Non-Domestic

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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 Children's Nursery (Alwoodley) is one of four childcare provisions, which are owned and managed by Primley Park Children's Nurseries Ltd. It was registered in 1991 and operates from the ground floor of a detached property. The setting is situated in the residential area of Alwoodley in Leeds. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year, except for Bank Holidays.

The setting is registered to care for a maximum of 50 children aged under eight years at any one time, all of whom may be in the early years age group and not more than 15 may be aged under two years. There are currently 71 children on roll, all of whom are in the early years age group and some of whom receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 13 members of staff, including the manager, who work directly with the children. Of these, one holds a degree in early years, six hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. One member of staff has Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this inclusive and welcoming setting where effective staff interaction ensures individual needs are well met. An effective induction period, including visits with parents and carers, enables children to quickly settle into the new environment. All children are included in the wide variety of experiences provided, fostering a sense of achievement and enjoyment. Systems for recording children's progress are usually implemented well. The setting receives support from the local authority as part of the ongoing process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring children's progress, with specific regard to consistently matching observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the premises are secure at all times. This is supplemented with effective procedures for adults collecting children. Staff members demonstrate a good understanding of their role with regard to safeguarding children. Consequently, children are well protected. A robust recruitment procedure is in place and implemented well. This ensures all staff who are employed are checked with regard to their experience, qualifications and suitability to care for children. Effective risk assessments are carried out to minimise potential hazards, providing a safe environment for both staff and children. Children benefit from the knowledge gained by the staff attending various training courses. There are a wide selection of resources for staff to rotate to inspire children to participate. These are then stored at the children's height to promote free choice and independence.

The owner and manager demonstrate a high commitment to promoting equality and diversity throughout the setting. Positive relationships with parents and carers are maintained. Information is shared with them on a daily basis to inform them of their children's progress. In addition, regular newsletters keep them informed of forthcoming events and relevant information. Good links have been established with other professionals, such as speech therapists. These are particularly beneficial to children with special educational needs and/or disabilities and those who speak English as an additional language. The manager is also implementing effective systems to link with other practitioners where children receive care and education in more than one setting. This has a positive impact on staff being able to complement and extend activities.

The owner is passionate about raising outcomes for children. The manager clearly reflects on the learning and development opportunities provided. Within the self-evaluation process, she welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on the setting as a whole.

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

The staff demonstrate a good understanding of the Early Years Foundation Stage Framework and implement it well. Assigned key staff know their children well and confidently discuss their achievements. They effectively plan activities, taking into account children's interests and capabilities. Children have individual files that contain regular observations and identify next steps in their learning to inform future plans. However, all staff do not consistently link observations to the expectations of the early learning goals. This impacts on their ability to easily monitor children's progress.

Children enjoy their time at the setting and are eager to participate in the variety

of activities provided. Babies' interest is encouraged through a wide variety of man-made and natural resources. Children are learning to value people's differences through the celebration of festivals, such as Christmas and Rosh Hashanah. This is further promoted with the provision of resources showing positive images of the wider community. Children are learning to share and take turns through the staff's sensitive support. Their self-esteem and sense of belonging are effectively encouraged as their artwork is widely displayed on the nursery walls.

Children have good opportunities to learn about living things as they grow and care for radishes, cress and flowers. Staff are animated as they share books with children, which actively encourages their interest in the written word. A range of matching, sorting and sequencing activities promote their problem solving and reasoning skills. A variety of creative activities promote children's self-expression while having fun. These include enjoying weekly visits from professional music and dance teachers. Children explore, test and develop physical control, for instance, when using the balancing equipment and climbing resources. They use information and communication technology to develop their skills for the future. An example of this is when the pre-school children access a computer.

Gentle reminders from the staff to be careful in case the food is hot, road safety activities and regular evacuation practises encourage children's knowledge of personal safety. Children are able to adhere to specific dietary requirements through well-planned snacks and meals. They are developing their knowledge of healthy food options through a variety of well-supported activities and appropriate, informative posters. They are learning good personal hygiene through consistent routines and positive role modelling. Relevant documentation is in place and stored confidentially to ensure children and their family's privacy is respected.

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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Annex B: the Childcare Register

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

Met