

# Priory Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370604
<b>Inspection date</b>	01/12/2008
<b>Inspector</b>	Timothy Butcher
<b>Setting address</b>	Flat, 99 Gloucester Road North, Filton, BRISTOL, BS34 7PT
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## **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.

## **Description of the setting**

Priory Day Nursery is one of a chain of three nurseries owned by Bristol Childcare, a limited company. This nursery re-registered in 2008. It is situated in an urban area on the outskirts of the city of Bristol and serves the local and wider community, consisting mainly of working parents. The nursery operates from the basement and ground floor of two Victorian houses. Children have access to a secure enclosed outdoor play area at the rear of the premises. Access to the property is flat. Wheelchair access is gained via a ramp at the front of the property.

A maximum of 32 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year except for Bank Holidays and Christmas. There are currently 35 children attending who are within the early years age range. They attend for a variety of hours. This provision is also registered on the voluntary and compulsory parts of the Childcare Register. Currently no children from this age group attend. The nursery has experience of supporting children with additional educational needs and children who speak English as an additional language.

There are eight members of staff, including a qualified teacher and a cook. All staff working directly with children hold an appropriate early years qualification. The nursery receives support from the local authority.

## **Overall effectiveness of the early years provision**

The provider is in breach of two specific welfare requirements as written permission from parents for seeking emergency medical advice or treatment is not sought for every child, and an effective safeguarding children procedure has not been implemented. As a result children are not adequately safeguarded and children's health is not fully promoted. The nursery promotes other aspects of children's welfare with success. All children enjoy their time at the nursery and they make satisfactory progress in their learning and development. The provider undertakes some evaluation of the quality of the provision and has started to identify some areas for improvement. There are effective links with parents and carers that lead to suitable exchanges of information. Staff value diversity and a suitably inclusive approach helps all children to progress.

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

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

- review the processes of observation and assessment of what children do to more closely track their development; and more effectively use this information to plan for their next steps in development such as when they begin to categorise objects according to properties such as shape and size
- develop further the processes for the monitoring and the self-evaluation of

- the setting
- extend children's opportunities to use suitably interesting and challenging resources and equipment, out of doors, such as those that can be used to support specific skills through physical and creative play

To fully meet the specific requirements of the EYFS, the registered person must:

- review the safeguarding procedure and take the necessary steps to effectively safeguard and promote the welfare of children (Safeguarding and promoting children's welfare) (Also applies to the Childcare Register) 16/12/2008
- ensure written parental permission to seek emergency medical advice or treatment is requested for each child (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 16/12/2008

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

Children's welfare is undermined because safeguarding procedures are not adhered to. Reporting processes are ineffectively managed and result in delay to the safeguarding of children. Aside from the two breaches indicated, the majority of written policies and procedures are in place to meet the general welfare requirements of the Early Years Foundation Stage and these successfully contribute to the smooth running of the nursery. A robust system is in place to check the suitability of staff. A keen and well-qualified staff team work with the children. Most potential hazards to children are suitably managed as a written risk assessment is in place. The provider has begun to develop a system of self-evaluation that involves the whole staff team. Those in charge have a general view of the strengths of the setting, although a concise overview is not held. Some improvements, such as to the building and to the garden have been implemented.

Partnerships with parents are well established. The staff have a clear awareness of each child's background. A sound understanding of inclusive practice is held and suitable steps are taken to overcome potential obstacles to children's learning so that all children make suitable progress. Parents have opportunities to be involved in their child's learning such as through the comment sheets in the learning profile. Partnerships in the wider context are starting to be developed.

## **The quality and standards of the early years provision**

All staff have a secure knowledge of child development and confidently support children. They have a growing understanding of the Early Years Foundation Stage. Newly introduced systems of planning for each child have begun to be used but progress is variable between groups as different systems are used throughout the nursery and no overview of its effectiveness is held. Some processes are incomplete or not fully understood by staff. This hampers the clear identification of

what children need to learn next. Accurate observations are routinely made for each child. The staff successfully identify what is of interest to children and use this information well when planning future activities. Children have positive attitudes to learning in general.

Babies enjoy a range of experiences and respond by using many of their senses. They develop their manipulation skills and exercise their curiosity such as when they explore items and textures from a 'treasure basket'. Children over two years particularly grow in confidence and enjoy the singing at whole group time where they join in with the 'hello song'. They begin to recognise their own name labels. They count and name colours with increasing accuracy and are well supported by skilful staff to do so. Frequent praise by staff promotes children's self-esteem and their achievements are valued. Children are happy, enjoy their play and respond well to staff.

Each group of children benefit from resources that are well set out. Most, but not all, resources are made easily accessible. Pre-school children in particular benefit from the provision of carefully selected and thoughtfully presented activities that match their abilities. Children do not benefit as well as they might when they take their play outside because this aspect of their play is less well planned for and is not always creatively presented, although some physical challenges are set.

Children have a suitably safe and secure environment in which to play. Access to the premises is closely monitored. Sensible steps are taken to protect children from the spread of infection, such as through the promotion of hand washing skills prior to snack time. They gain independence skills, for example, through helping clear away dishes for themselves at lunch time. Children are given simple explanation about safety, such as when they scoot along the path on trikes.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (safeguarding and promoting children's welfare)

16/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure written parental permission to seek emergency medical advice or treatment is requested for each child (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register)

16/12/2011