

# Priory Day Nursery

Inspection report for early years provision

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**Unique reference number** EY275636  
**Inspection date** 27/02/2012  
**Inspector** Patricia Spencer

**Setting address** The Priory Centre, Priory Gardens, Great Yarmouth,  
Norfolk, NR30 1NW

**Telephone number** 01493 842424

**Email**

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Priory Day Nursery is run by Great Yarmouth Community Trust and is part of an original Sure Start Programme which has designated Childrens Centre status in the centre of Great Yarmouth. The nursery opened in September 2004. The centre comprises of a day nursery which opens each weekday, from 8.30am to 5.30pm, with the exception of bank holidays, the period between Christmas and New Year and six training days. All services are housed in a purposely converted building with outdoor play areas for the children.

A maximum of 65 children may attend the nursery. The nursery children are grouped by age into four playrooms. There are currently 100 children aged from 3 months to under five years on roll. The nursery has secured funding for 2 year olds recently. The children come from the town, surrounding area and villages. Children attend a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

A board of trustees oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall Chief Executive who is supported by a management team which includes the nursery manager and childrens centre managers.

The nursery employs 21 childcare staff with an additional two support workers; of these, all hold appropriate early years qualifications. Further staff are available to cover for holidays and sickness. The manager is suitably qualified and has early years experience. The nursery receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Priory Nursery is an outstanding provision, where children receive exemplary support to help them learn and develop and where their welfare is of paramount importance. The nursery is centred around the children, who are managed and cared for to an extremely high level. Highly skilled and very well-qualified staff support all children in making extremely good progress towards all the early learning goals. Excellent procedures are in place to self-evaluate, in order to achieve high standards of care and education and maintain continuous improvement. A major feature of this setting is the positive relationships with parents and carers, ensuring that staff can be responsive to children's changing needs. Efficient and comprehensive organisation of policies and procedures enable staff to effectively promote children's safety and welfare.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the system of self-evaluation, and the views of children and parents on the care and education you provide, in order to support continuous quality improvement
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## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and well-protected in the nursery because staff are diligent and trained in safeguarding procedures. All staff attended a safeguarding training day in January 2012, topping up their previous attendance at a range of safeguarding courses. Highly effective procedures are in place in order to safeguard children. These extend from detailed risk assessments of all areas used by children, to having individual passwords assigned to the main parent/carer of each child. This ensures a high-profile system is in place to secure children's safety. Staff are also appropriately vetted and are safe and suitable to work with young children. This means that children's well-being is significantly enhanced through effective organisational systems which ensure that the required documents and practice are in place.

Staff are very aware that the extensively used outside area is particularly vetted for safety, as it is situated in an inner-city area. Managers have installed measures to ensure that the outside is always safe and clear for children to enjoy their outdoor experiences. Staff are equally diligent indoors, instilling an understanding of safety in everyday activities. Doors have safety strips to protect hinges, and children are carefully reminded of the need to be aware of others when moving around the building. This means that children are able to move safely and freely indoors and outdoors, ensuring they feel secure and safe and remain so.

Excellent use is made of the space and resources available. A wide range of learning experiences are provided, with funding opportunities for new equipment being constantly explored. There is an enthusiastic commitment to the use of the outdoors, with older children able to access the outdoor classroom freely throughout each day. Children under 2 years have their own outdoor area, with a new summerhouse in place if the weather is inclement.

A vibrant and systematic self-evaluation cycle supports staff in identifying the nursery's strengths, and highlights areas for development. All staff are involved in this process and as a result a clear vision for high quality care and learning is shared by all. Each room regularly evaluates the use of resources and of areas both inside and out, ensuring that children gain the optimum access and use of the equipment, toys and outside resources. A highly effective system of monitoring and appraisal has been built upon recently, after the acting manager attended a supervision training course in the Autumn of 2012. Monthly evaluation and appraisal meetings with each member of staff have been instigated as a result. The well-being of staff is a new feature. This actively contributes to ensuring that

high standards are consistently met, as well as identifying any future training needs. The setting has produced a detailed and vibrant Self Assessment Form which reflects the leader's and manager's accurate understanding of the nursery's strengths and areas for development. A system of questionnaires and discussions have been instigated for children, parents and staff which supports continual improvements in the setting, this needs to be developed to support the continuing self-evaluation process.

The setting employs staff who are clearly highly motivated, and who all have early years qualifications commensurate with such commitment. Out of 21 staff/practitioners 4 staff have attained level 6, two of whom also have Early Years Professional Status. 15 staff have gained level 3, two of whom are training towards level 4. One member of staff has gained level 2, and is training towards level 3. The nursery also employs an Early Years Practitioner, who works closely with the Support Teacher and Manager to promote continuous improvement.

Enthusiastic and vibrant working relationships are developed with parents and carers by all staff, which is valued highly and enables staff to support children's learning and development. Parents feel this is an important aspect of their children's care at the setting and time spent in liaison with parents ensure they become involved in their child's learning. Parents said they were also impressed by the support accessed for their children by staff, which included focussed sessions by visiting outside professionals and the EYP on the staff. This high-quality, intensive and inter-professional support for children is another major feature of the nursery. This ensures all children can access focussed and individually-planned programmes to support their optimum progress with early-intervention being highlighted by staff.

Staff are equally highly-skilled in supporting all children in their care. They adhere to a key worker system, which ensures that each child's needs and records of development are regularly updated. An effective and robust policy supporting equal opportunities is regularly reviewed, which means that the individual needs of all children are met and all children are included fully into the life of the nursery. The setting has children on roll with English as an additional language, and staff are very responsive to their needs, using a member of the Children's Centre staff who is a native speaker to translate for parents and children where necessary. Over the years, staff have developed knowledge and resources to support children from a range of other cultures, and are responsive to the cultural and religious needs of the children. Celebration of religious and cultural festivals are a feature of the nursery year. Diversity and equality are in evidence in all areas of the nursery, with displays that promote diversity positively and often-used phrases displayed in a wide range of languages.

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

Children are very sure of how to keep healthy and stay safe, because they are encouraged to take safe risks. They ride bikes and other wheeled equipment, devise water tracks/runs from guttering and enjoy gardening with real tools.

Children are taught how to use these correctly, to ensure safety and develop skills and enjoyment. They eat healthily and enjoy weekly cooking sessions, understanding the importance of hand washing and using healthy ingredients. Older children use special safety knives to peel and cut fruit and vegetables for their snacks. Choices are made by children each day, whether snacks, playing outside, singing or dressing up/role play. An impressive aspect of the care the nursery provides is the way children are supported to look after themselves and each other, developing an excellent understanding of citizenship and personal responsibility.

Children's work and achievements are regularly placed in a celebration folder, where each child, parent and member of staff can enter relevant examples. Photographs are used extensively, for displays in the rooms and corridors, for the folders, and for labels and instructions where children need support to aid understanding. Children take digital photographs themselves and also use Toughcams, rocker phones and a touchscreen computer. Staff support children well in their activities, ensuring that the majority of activities are child-led with sensitive adult support at hand to encourage learning and development for each child. This moves them on towards their next steps. To ensure this is effective staff observe children closely, with key workers and colleagues recording and discussing next steps and devising innovative ways to encourage children to achieve. For example, a child who finds interaction with peers difficult has provision made for initially individual and small group sessions in the summerhouse in the outside area, with specialist staff who meticulously plan and assess each session. Planning is thus tailor-made, to support an early intervention ethos.

Staff at the nursery demonstrate an enthusiastic focus upon music and singing, which promotes communication and language skills. Children enjoy impromptu and planned group sessions with staff. For example, a circle-time group of 3 and 4 year olds using sticks to beat in time, and choosing songs with a definite beat for accompaniment. This activity included aspects of communication, counting, collaboration with others, extending memory, and enjoyment in achieving with friends. The nursery employs a music specialist for a session each week and plans are in place to develop this aspect in the near future.

Children enjoy a wide range of physical activity, both outdoors and in the local community. These include a recent visit to an eco-friendly smallholding, carol singing in the Market Place and regularly exploring the local beach. Plans are made for staff to attend Forest School training, which some staff have begun. On transition to school all children can take part in a nursery Graduation ceremony, and are presented with a certificate and present from the nursery to wish them well. Photographs of the last ceremony in 2011 showed children enjoying this experience immensely. An inspiring ending to their experience of time well-spent at the nursery.

## 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### 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>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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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