

Primley Park Children's Nursery (Alwoodley)

48 Nursery Lane, Alwoodley, Leeds, West Yorkshire, LS17 7HW

Inspection date	19/02/2013
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment. They also show very good cooperative skills when playing together.
- Staff understand how children learn. They support all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- High regard is given to supporting children's language skills. The free use of books, the readiness of staff to read to the children and the use of labels throughout the building, effectively promotes children's interest in reading and they are making very good progress in this aspect of learning.
- Staff take effective action to extend and develop children's knowledge and interests, which supports all of them in making good progress towards the early learning goals.

It is not yet outstanding because

- There is scope to further strengthen partnerships with all the local schools, to ensure that the transition process is smooth for all children.
- Staff have not fully developed highly successful strategies to encourage all parents to be involved in enhancing their children's learning at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the nursery and the outside area.
- The inspector looked at the nursery's policies and procedures, planning and children's development files, including observations and photographs.
- The inspector discussed the appointment of suitable staff and their ongoing supervision, also their understanding of the nursery's policies and procedures.
- The inspector took account of the views of parents and children through discussion and questionnaires, which they have completed for the nursery's self-evaluation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Primley Park Children's Nursery (Alwoodley) was registered in 1991 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted, domestic premises in the Alwoodley area of Leeds. The nursery is part of a chain of four privately owned nurseries. The nursery serves the local area and is accessible to all children. It operates from the ground floor of the premises and there is a

fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, five at level 3 and one at level 4. Two members of staff are unqualified and working towards level 2. One member of staff has Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 74 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen partnership working even further by including all local cluster schools, to ensure that the transition to school is smooth for all children
- develop highly successful strategies to engage all parents in enhancing their children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in their learning is good because the staff have an excellent understanding of how to engage their interests and support their development. They have a very good knowledge of children's starting points. Their initial assessment and information from parents ensures that they can build on what children already know and can do, while the settling-in assessment shows how well they are building relationships, how comfortable they are and levels of development. The quality of teaching is strong and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are involved in and concentrate well on their chosen activities. For example, they play with different toys outside to promote their balance and physical strength. They also develop their understanding of the natural world by investigating the snow and discussing the plants, which they have grown.

A love of books and language is promoted very effectively by providing opportunities for

children to access a wide range of books both for stories and information. Children use the comfortable book corners independently but also like to sit with staff to listen to them reading. They are confident in taking turns to contribute to stories and rhymes and predicting or discussing what is happening. They are also proud to develop their vocabulary and enjoy talking to visitors. Children, including those who are non-verbal, are able to express themselves, such as when they are hungry or want particular resources. Staff work closely with some outside agencies to develop support for children with special needs and/or disabilities, including speech therapy, to aid their communication skills.

The nursery has introduced new observation, monitoring and planning to ensure that all areas of learning are planned for and included. Observations of children's activities are instantly recorded in writing with photographs and matched to the areas of learning. These are then used to inform the weekly planning and activities, which are then tailored for individual children and their interests. This supports their good progress towards the early learning goals. For example, staff encourage children to think, be creative and extend their interests as they discuss with the children how they could create a snow collage to display the photographs that they have taken of activities outside. Children respond creatively, choosing blue background paper and create white handprints and snowflakes for decoration. All children have opportunities to independently explore information and communication technology, such as, a computer, compact disc player, camera and programmable toys. Babies early investigative and curiosity skills are promoted effectively and they have opportunities to investigate natural resources, such as, water, sand and snow. They show great interest in the different sorting and stacking toys and the sounds of the musical instruments. Treasure baskets with natural resources provide opportunities for children to investigate different textures and sounds. Good use of the local community provides regular opportunities for the children to develop their understanding of the world and the people and places within it. The involvement of the nursery chain and parents in charity events also informs children of the differences within society and that some people need help when they are ill.

Information about children's development and welfare is regularly exchanged with parents, while other providers receive a half termly summary. This ensures that the children's interests can be fostered effectively and any achievements identified. Staff have also developed a summary form for the two-year-old children to identify progress, any concerns and gaps in learning. Parents are encouraged to comment in their children's development files and the transition summaries. They are also encouraged to participate in activities at home and to make observations of their children. While this is generally successful strategy, there is scope to further develop these to engage all parents in enhancing their children's learning at home. They are also invited to parents' sessions at the nursery to sample the play experiences their children enjoy and discuss their development.

The nursery is well planned to enable children to explore and play freely. They can help themselves to a good range of resources, which are available to meet the needs of all the children attending. Furniture is of age-appropriate size and ensures babies can sit safely at mealtimes, while older children have appropriate cutlery and tableware to enable them to feed themselves. Mealtimes are pleasant, social occasions when the children sit talking to their friends, which supports them as they develop relationships with others. Their

independence is also fostered as children help to set the tables and serve their own food. Children are encouraged to develop excellent levels of independence in their personal care, ably putting on their coats and shoes. It is these types of skills that ensure children's readiness for school when the time comes. Children have access to the outside area whatever the weather and particularly enjoyed the recent snowfalls.

The contribution of the early years provision to the well-being of children

Staff deploy themselves well to ensure that all children benefit from secure attachments. Also the key person process enables staff to develop a close relationship with both the child and his or her parents. All the children, who attend are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by the parents' wishes and children's needs. All the children show confidence and understand that they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and like to see them, for example, when they join together to play outside. Babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. They ensure that babies have continuity of care as at least two staff have close relationships with each child.

Staff understand the importance of good hygiene practice, which they pass on to the children. Babies are changed regularly, with hygienic procedures in place and staff ensure that their noses are wiped as needed and their hands washed before food. They go to sleep happily with staff close-by to help them settle. They also enjoy going into the outside area where they are able to use large equipment to develop their physical skills, while their good health and well-being benefit from having fresh air. The toddlers and pre-school children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food, usually without reminding. Children enjoy healthy, nutritious meals provided by the nursery, when they also develop independence by helping to set the tables and serve their own food. Parents' wishes are respected for special dietary requirements and staff ensure that information about allergies is readily available. Fruit is available for snack, with milk or water. They have the occasional treat for birthdays or when they do baking activities. All children are developing a positive attitude and understanding of healthy eating. This is also promoted through the planting, harvesting and cooking of vegetables, which they have grown in the small garden area and planters.

Children within the nursery learn to behave well and understand that boundaries are there for their safety and to protect them. Staff provide encouragement and good role models for manners. Children are polite to both staff and each other. They are careful with resources, particularly when smaller children are around. In this way, they are learning how to manage and minimise risks for themselves. The pre-school children and toddlers have developed a keen interest in investigating insects and bugs in the garden. Their involvement in caring for hatching eggs and tadpoles has created within them, care and concern for living things and their environment.

Transition within the nursery from the baby room through to the other playrooms is

managed very well. Staff join the children on their visits to give them confidence and support. As they are familiar with the rooms and the children, it is usually a smooth move. Forms are completed to highlight their development and their interests for the new carers. The transition to school is also prepared well as the children are encouraged to develop independence in their personal care and confidence in new situations. For example, the nursery has created an information booklet for the children to see their new environment and to familiarise them with their surroundings.

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

Staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. Parents are made aware of their role and responsibility to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified or working towards qualifications, in order to further enhance the service, which they provide. Regular appraisals and supervision enable management to identify training needs or concerns staff may have. Self-evaluation is used effectively to identify areas for improvement, which are included in the action plan, while also recognising the strengths of the setting. This includes the views of parents, staff and the children. Future plans include the further development of the outside space to include a woodland area, further development of sign language within the nursery and refurbishment of the toilet areas. Staff have undertaken training to implement the revised Early Years Foundation Stage and as a result, they have introduced a more effective method of recording progress and development. They have also developed summary form to detail the progress check at age two years, which is used to discuss children's progress with parents. This means that staff are monitoring the implementation of the learning and development requirements and enhancing practice when the need is identified.

Staff work closely with other professionals to support children when the needs arises, such as when there is a requirement for speech therapy. They work closely with families whose children speak English as an additional language, with labels and notices in their home language, to make them to feel comfortable and valued. Simple words from parents also help with communication. Some staff have completed training in sign language and this is to be developed to enable all children and babies, even those, who have not yet started to speak, to communicate their needs and wants. The nursery has good relationships with some of the local schools in the cluster, although, this has not been extended to include all schools, so that all children benefit. Children's learning journey records ensure that some schools have a reliable assessment of their children's readiness for school, their interests and abilities, while all receive information about children's overall progress.

Parents' views are sought regularly through questionnaires, discussion and daily diaries and those spoken to during the inspection expressed great satisfaction with the care their

children receive. Documentation shows that parents are happy with the care and education the children are receiving. Parents enjoy looking at the development folders and seeing art work and photographs displayed on the walls.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the

statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	510088
Local authority	Leeds
Inspection number	905205
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	74
Name of provider	Primley Park Children's Nurseries Ltd
Date of previous inspection	26/09/2011
Telephone number	0113 2667221

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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