

# Primrose Hill Day Nursery

Primrose Hill, Buttercrambe Road, Stamford Bridge, YORK, YO41 1AW

## Inspection date

Previous inspection date

20/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 of all ages have excellent opportunities to play outdoors each day. As a result, they benefit from lots of fresh air and physical exercise which keeps them fit and healthy.
- Staff skilfully support children's learning. They provide a good range of activities that really capture children's interest and imagination. Consequently, they have fun in their learning and make good progress in their development.
- Children settle extremely well in this welcoming and family-orientated setting because staff as their key persons value each one as an individual. They give the highest regard to making children's transition into their care a calm and pleasant experience. This means children feel very safe and are confident in being away from their parents.
- Children have good opportunities to develop their independence, particularly at mealtimes. This means they become confident in their ability to do things for themselves and develop high levels of self-esteem.

### It is not yet outstanding because

- The good opportunities for children to see print and learn about and use words are not always extended to the outdoor environment.
- There is scope to develop the opportunities for children to learn about diversity, to strengthen their understanding and acceptance of differences between people.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the premises and observed children playing in the pre-school room, baby room and outdoor areas.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a sample of children's learning records, planning documents and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Diane Turner

## Full Report

### Information about the setting

Primrose Hill Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated in Stamford Bridge in East Yorkshire. It is managed by the owner. The nursery serves the local area and is accessible to all children. It operates from two converted farm buildings, with two fully enclosed areas available for outdoor play. A rabbit is kept as a pet.

The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 2, one at level 4 and one has Early Years Professional Status. A cook is also employed. The nursery opens Monday to Friday all year round, with the exception of a week at Christmas and all bank holidays. Opening times are from 7.30am until 6.15pm. Children attend for a variety of sessions. There are currently 28 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It receives support from the local authority.

### What the setting needs to do to improve further

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

- extend the opportunities for children to see and use print in the outdoor environment, for example, by displaying names and signs
- enhance the opportunities for older children to understand the world, for example, by celebrating a range of practices and special events with them that strengthen the positive impressions they have about other cultures.

## Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and the characteristics of effective learning. They are confident in their teaching and support children's learning very effectively. For instance they give children time to play uninterrupted which enables them to follow their interests and to successfully direct their own learning. Staff know when to join in to help children extend their ideas and develop their knowledge. For example, one child becomes fully immersed as she discovers a hole in the ground. She curiously puts her hand inside to feel what might be there. She then

decides to make this a home for a slug she has found. She carefully puts the creature inside and makes sure it has leaves to eat. A member of staff then joins her and skilfully encourages the child to talk about the activity. She listens with interest to the child and then suggests using a magnifying glass so the child can see inside the hole more effectively. The child delights in doing so and excitedly says the leaves look bigger. This successfully enables children to learn new skills. Consequently, they make good progress in their development and are well-prepared to move on to school, when the time comes.

The nursery is well resourced and provides children with a stimulating environment in which to play and learn. For example, comfy areas are provided for them to sit and read and there is a soft play area in the baby room where children can safely practise their growing physical skills. Children have good opportunities to see print indoors, which effectively helps them to understand that words have meaning. However, such opportunities are not fully extended to the outdoor area. This means children are not fully supported in understanding how words can be used in context in different environments. Children have some opportunities to learn about the wider world. For example, a welcome poster is displayed in a variety of languages and books are readily available that show positive images of diversity. However, opportunities for older children to learn about how the beliefs of others are embraced through celebrations and festivals are not fully developed, to strengthen their understanding of the world.

Staff give high priority to promoting children's development in communication and language. They encourage older children to become confident in speaking as part of a group and to listen to one another by encouraging them to share their news at the start of the day. Staff fully acknowledge the efforts of babies to communicate as they babble. For instance, one member responds with 'splash, splash, splash' as a child excitedly pats water with her hands. This effectively encourages children to make connections in their play. Staff skilfully capture children's interest as they enthusiastically engage them in acting out stories using props. As a result, children show high levels of fascination and are not easily distracted because the story comes to life. For instance, children are inspired to take part in a 'bear hunt' as a member of staff pretends to lead them through long grass, water and mud before finding the 'bear' in a cave. The activity ends with children squealing with relief as they escape and hide from the bear in the safety of a play fort.

Staff carefully observe and assess children's learning and keep a clear record of progress for each one. This includes the statutory progress check at age two. Staff pay particularly good attention to establishing children's starting points. For instance, as a new child makes marks in shaving foam his key person seizes the opportunity to sensitively assess his writing skills. She shows him how to form letters in the foam and asks 'what letters do you know?'. The child then demonstrates how he can write his name. This means the key person is beginning to gain a good picture of the child's stage of development and can successfully plan for the next steps in his learning. Parents are actively encouraged to be part of the assessment process and to share what their children achieve at home with their key persons. For instance, parents record 'magic moments' they observe in their children's development, which are added to their learning record.

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

Children's transitions into the nursery are managed very effectively through close partnership working with parents and tailored settling-in visits. For instance, one child is keen to prolong his visit and wants to stay for lunch. Staff are keen for him to do so and respond to his request with delight. Children quickly develop close and trusting bonds with their key persons who respond sensitively to their needs. This means children are emotionally secure and have a strong base for their learning and development. For instance, staff ensure they make nappy changing a pleasant experience for very young children. They talk to them about what they are doing and skilfully bring in aspects of learning during the process, such as, counting as they put their clothes back on. In return, children show affection for the staff. For instance, one child spontaneously comes and gives his key person a cuddle. The nursery is very family-orientated. For instance, children of different ages eat together, which means siblings in particular, have good contact with one another throughout the day. Parents of very young children are also asked to provide photographs of important people in their children's life, which staff make into individual books. The books are available for children to access at any time if they need reassurance through reminders from home.

Children learn to behave very well because staff act as good role models for them to follow. They actively encourage children to become independent and expect them to be capable. For instance, a member of staff asks a baby to show her where she wants to play. The child confidently crawls out into the outdoor area, clearly expressing her preference to her carer. Older children take responsibility for cutting up their own banana at snack time and use knives safely as they do so. They help to set the tables for lunch and serve their own food. For example, they help themselves to portions of casserole and vegetables according to their appetite. Younger children are encouraged to do the same, with help from staff. This enables children to make a positive contribution to the life of the nursery. Staff really value children's efforts and achievements and they use lots of praise and positive reinforcement to acknowledge these. For instance, a member of staff clearly demonstrates her delight that a baby can now crawl, by copying the child's actions herself. This means children become very confident in their own abilities and develop high levels of self-esteem.

Children's health is promoted very effectively. For instance, they have excellent opportunities to access the outdoor areas. This means they benefit from lots of fresh air and have freedom to move around and play on a larger scale. Both areas have a very good range of equipment which enables children to develop good physical skills. For example, older ones demonstrate good control of their bodies as they confidently use climbing frames and slide down a slide. Babies delight in exploring their environment as they crawl around on safety surface and a grassed area. Staff clearly enjoy being outdoors themselves and are keen to engage with children as they play. For instance, a member of staff shows children how to put their arms out to help them balance as they walk along beams. She then suggest other ways children could move along the beam, such as side stepping along this. This successfully challenges children to develop their skills further and to become confident in taking measured risks. Children are offered delicious nutritious meals which are freshly prepared using locally sourced produce where possible. For instance, meat comes from the local butcher, which ensures ingredients are fresh and reliably sourced. Consequently, this adds to the quality of the meals. The cook delights in

interacting with the children at mealtimes and makes close observations of what children enjoy and do not enjoy eating. She then adjusts the menu accordingly which means children develop a positive attitude towards mealtimes.

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

The nursery's arrangements for safeguarding children are good. The recruitment and vetting of staff is thorough, which means informed decisions about their suitability are made. There is close circuit surveillance in all areas of the nursery and the premises are kept secure at all times. This ensures there is no unauthorised access to the building. Staff are confident about the procedures to follow, should they have any concerns about a child's welfare. They are vigilant in recording any accidents the children have in the setting and make sure parents are informed. Accident records are scrutinised on a regular basis to identify any areas of concern and prevent reoccurrences. This means children's safety and well-being is promoted very effectively.

The manager/owner is passionate about the nursery and is committed to continually improving the service. She enthusiastically shares her vision with staff which motivates them to provide good quality care for children. Children benefit from the dedicated and caring staff team who work very well together and delight in interacting with children and helping them to reach their full potential. All staff contribute to the nursery's Ofsted self-evaluation form and this plays an important part in helping the manager/owner to draw up a focused development plan, to further enhance the service. Children are asked on a continuous basis what it is they like about the setting and their comments are noted, which shows their views are valued and appreciated. For instance, one child states 'We enjoyed that baking'. Good attention is given to the performance management of staff. The manager/owner conducts regular supervision sessions with all members of the team which enables them to reflect on their practices and identify future training needs. After attending training they are asked to consider how they will use this to develop their practice. This means the opportunities for staff to develop professionally are good, which in turn enhances the outcomes for children's learning.

Staff pay good attention to working in partnership with the local authority, other early years settings children also attend and the schools they will move on to. For instance, staff work in conjunction with the local school to ensure children are taught phonics in the same way. This promotes a cohesive approach to promoting children's learning and aids their transition to their new setting. Partnerships with parents are good. They receive very good information before the placement begins and on an ongoing basis, via e-mail, notice boards, a website and newsletters. A library service is provided for both parents and children to borrow books, and a hairdresser is available to cut children's hair whilst they are at nursery, if parents wish. Parents' views of the nursery are actively sought through questionnaires and open-evenings. Parents are unanimous in their praise of the nursery. They describe how they find staff very caring and approachable and are very pleased with the way their children have settled and the progress they are making in their learning. They also particularly like the daily diaries that staff complete, which they feel gives them a good account of their children's day.

### **The Childcare Register**

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

The requirements for the voluntary 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 action. 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

<b>Unique reference number</b>	EY454508
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	894062
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Claire Potter
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07850978565

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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, which are usually the childminder's 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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