

# Priory Poppets

Priory School, Sir Harrys Road, Edgbaston, Birmingham, West Midlands, B15 2UR

## Inspection date

28/05/2013

Previous inspection date

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

- The nursery provides a welcoming, well-organised, clean and tidy environment. Staff prioritise children's safety by ensuring accident records are maintained. As a result, children move confidently and safely around the nursery.
- Children are happy and settled and have good relationships with staff and each other. Staff work closely with parents to make sure they are familiar with children's backgrounds and needs. This ensures children's individual needs are met well.
- The successful implementation of the key person system enables all children to establish very secure and trusting bonds with their key person and other staff.
- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children to support their learning and development.
- Babies and children show that they feel safe and secure because experienced staff are allocated to caring for them who ensure their care needs are met well. Transitions between rooms and the reception class are well supported so that children continue to feel safe and secure.

### It is not yet outstanding because

- Staff do not consistently ensure good hygiene procedures are maintained with regards to hand washing in the baby room.
- Strategies to encourage parents to share regular observations about their children's learning at home are not always highly successful.

## 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 observed activities in all the playrooms and toured the outdoor area and forest school.
- The inspector held discussions with the children, manager and members of staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed a sample of relevant documentation.
- The inspector conducted a joint observation with the nursery's deputy manager.

## Inspector

Jennifer Turner

## Full Report

### Information about the setting

Priory Poppets is part of Priory School, an independent school, which opened in 1935. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from five rooms on the ground floor in the preparatory school buildings and also uses the school hall, dining room, gymnasium, chapel and music room. It is situated in the Edgbaston area of Birmingham. The nursery is open each week day from 8am to 6pm for 51 weeks of the year. All children share access to an enclosed outdoor play area.

The nursery provides funded early education for three- and four-year-old children. There are currently 75 children on roll who are in the early years age group. Children come from a wide catchment area extending across the city boundaries. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 19 staff. Of these, 12 hold appropriate early years qualifications at level 3. Three staff are at level 4 and one is an early years graduate. Two are working towards their level 3 qualification.

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

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

- improve the youngest children's knowledge and understanding of good hygiene practices by being good role models, with particular regard to hand washing in the baby room
- provide parents with more opportunity to share regular observations about their children's learning at home to promote consistency in children's learning.

## Inspection judgements

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

Children are very happy, enthusiastic learners who enjoy their time at this nursery. They are motivated and eager to learn and they join in activities with enthusiasm and excitement. Staff have a secure understanding of the learning and development requirements and this means that children take part in a broad range of activities, which cover all aspects of learning. Staff use their good knowledge of the Early Years Foundation Stage to plan and provide a good balance of adult-led and child-initiated activities. Overall, children make good progress through a varied range of experiences. Staff plan very well

for the children's interests and enjoyment, and children make strong progress as a result.

Staff know the children well as they make regular observations of what children enjoy and can do. Individual 'Learning Journals' give a clear overview of children's progress. Staff work closely with parents to gather detailed information about children's backgrounds, needs and starting points before they begin at the nursery. For instance, they ask parents to fill in 'all about me' forms and encourage them to spend time at the nursery. This means children settle quickly and their individual needs are well met. Staff demonstrate a good knowledge of the progress check at age two. This enables them to accurately assess children's development and provide relevant information to parents to aid their progress. Parents are encouraged to share their views about their child's development. However, there is scope to provide further opportunities for parents to share their observations about their child's learning at home. Staff record 'wow moments', when children do or say something new. For example, a child tells staff milk gives you calcium and talks about which food gives you protein or carbohydrate.

Interaction between staff and children is good and this promotes a sense of well-being and belonging. Staff help children become familiar with the daily routines, children make choices about what they would like to do, and this promotes their confidence and independence. During activities and discussions, staff take every opportunity to enhance children's communication skills through lots of discussions. Staff are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example a comment, 'If you were sugar you would melt, but you're not sugar', prompted a spontaneous experiment. Great excitement ensues as children pour sugar and water into bowls and talk about it melting as they mix them together. They add ice cubes and blackcurrant as they observe the mixture changing colour. Staff introduce new words, such as 'dissolving' and 'liquid'.

The nursery places a high emphasis on developing children's communication and language skills from an early age. Staff emphasise and repeat new words while looking at picture books with younger children, and older children enjoy story time and singing rhymes. Books are easily accessible in all rooms and staff encourage children to develop a love of books as they introduce story props to bring stories to life. Children's early writing skills are developing well and they are involved in making marks using a variety of resources. They draw, paint, run their fingers through sand and paint with their fingers. Staff help children to make connections between words, letters and sounds and they learn phonics. Children's expressive art and design skills are supported well. They enjoy role play activities and older children make up their own games, taking on different roles and characters, such as superheroes or making cutters with connecting blocks. Children like to dance and move their bodies pretending to be animals. Every opportunity is used to promote children's mathematical skills. They learn about shapes, sizes, numbers and colours as they play and through planned activities.

There is a very good focus on outdoor play, which children thoroughly enjoy and benefit from as they develop their confidence and refine their physical skills. They enjoy playing outdoors in all weather conditions because they dress in boots and rain coats. Younger children use the outdoor area and indoors they enjoy using the slide. Staff say, 'ready, steady, go' as they slide down again and again. When a child is heard saying, 'go' staff say

this is a 'wow moment' to record in her journal. Forest school sessions provide the children with lovely, rich learning experiences that build on their understanding of the world. They use magnifying glasses and binoculars to explore insects and mini beasts as they walk around the nature area, through the willow tunnel, or pick apples from the orchard. Children talk with excitement about collecting eggs from the hens and chickens in the large coop and taking care of the rabbits and guinea pigs. Staff help children develop an awareness of diversity and the wider society. Children take part in activities and discussions about different festivals and celebrations throughout the year. Overall, children are supported well to acquire the skills they need to be ready for the next stages in their learning.

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

The nursery offers children bright, warm and welcoming surroundings. In all rooms, resources are clean and rooms are well kept with children's artwork displayed. An effective key person system means that children enjoy strong bonds with attentive staff who are responsive to their needs. As a result, all children show that they feel settled and secure. Children understand about their own safety as they practise fire drills and know they must not run indoors.

Close partnerships with parents, ensure the individual needs of all children are regularly known and reviewed. Information about care routines are shared. Transitions within rooms and to the nursery class are well organised so that children settle into their new environments easily. For example, children play together outdoors and they visit the nursery class, as well as sharing transition reports. This ensures that there is an effective continuity of care and children remain settled and happy. This supports children's personal, social and emotional development. Children learn about differing communities and the wider diversity in today's society through activities linked to cultural events. This creates an inclusive and welcoming atmosphere. It acknowledges the families of the children attending and helps them to talk about their own home and community and to find out about other children's experiences. Children who speak English as an additional language are supported well as staff ask parents for words and phrases in children's home language. Children also learn to speak French during their weekly French lessons.

Children are taking responsibility in the setting by helping to tidy away toys after play. They are helped to develop a positive sense of themselves and receive plenty of praise and encouragement, and their artwork is valued and displayed around the nursery rooms. Children show a developing understanding of self-control and respect for others. They share toys and resources well and disputes that arise are effectively managed by staff to help children develop their social skills. For example, a child tells another to say 'please' before sharing a toy. Staff support older children well to develop their self-help skills, such as washing their hands, visiting the bathroom and trying to dress themselves when getting ready to go outdoors. However, younger children are not fully able to develop their understanding of hygiene because staff do not always ensure they wash their hands before eating. Regular adult-led activities in small groups help the children develop their concentration skills.

Children's individual health, physical and dietary needs are effectively met. Details of their specific needs are clearly documented and understood well by staff. Effective records are in place for any accidents involving children at the setting, and parents are kept fully informed of any concerns or issues affecting their child. Daily outdoor play allows children to run around and use a variety of toys and equipment to develop their physical skills. Healthy eating is a priority. Children are provided with fresh fruits and vegetables, such as sweet peppers, celery and carrot sticks for snacks as well as water to drink, and some enjoy a healthy, nutritious lunch provided by the school catering staff. Children's safety and well-being is given good consideration.

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

Leadership and management of the nursery is good. Leaders have a clear overview of the strengths and weaknesses of the provision and know what needs to be done to bring about improvement. Self-evaluation is accurate, well-focused and takes into account the views of all staff, parents and children. Parents' views are sought through regular communication and questionnaires. Children's ideas are valued and obtained through discussions about new toys they would like the nursery to purchase. Regular team meetings, supervisions and annual appraisals support the management and staff to identify training needs. A whole team approach to improvement is effectively fostered through peer observations and weekly team leaders' meetings. The management team have good systems in place to monitor the effectiveness of the educational programmes and work with room leaders to analyse the quality of planning and assessment. Children benefit from the nursery's very good links with the host school and the good support they receive from the head teacher and early years team at the school. This further promotes good continuity of care and learning.

Procedures for safeguarding are secure and robust, and staff have a good understanding of their duties and responsibilities to make sure that any concerns are reported to the appropriate authority. The policies and procedures are fully implemented and there is clear guidance on the use of mobile phones and cameras, which is respected by staff who hand in their mobiles at the start of their shifts. Staff have undergone the required employment checks and the necessary training in child protection. As a result, children are well safeguarded in the nursery. The nursery is well organised and children are kept safe and their well-being promoted by the efficient organisation of the daily routines and management of the premises. There are clear systems for the recording of accidents involving children and these are routinely shared with the parents. The premises are well maintained and a risk assessment is conducted as required. Staff undertake a series of regular daily checks to ensure that equipment and the areas used by children remain clean, safe and secure.

There are good systems to promote partnership working with parents and carers. There are notice boards with information, such as planning, the Early Years Foundation Stage and photographs of children engaged in activities, as well as a lists of children's key persons. All parents have opportunities to meet with staff to discuss their children's achievements and progress. Parents value the daily diary sheets giving them information

about their child's daily activities and routines. It is clear from discussions with parents and carers during the inspection that they fully appreciate what this setting achieves for their children. One parent said, 'it's a lovely place' and others spoke about being well informed about their child's progress, the very friendly, caring and approachable staff and management team as well as the continuity of care offered by the long standing staff team.

### **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>	EY289773
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	917804
<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>	59
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Priory School Edgbaston Trustees Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 440 4103

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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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