

# Priory Family Nursery

Priory Family Centre, Dorsett Road, WEDNESBURY, WS10 0JG

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 19/06/2013 |
| Previous inspection date | 24/04/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Staff support children's learning and development very well, through exciting and fun activities which ignite children's curiosity and fascinations.
- Children explore the exceptional outdoor environment freely, and develop their own imaginative ideas. They benefit from positive social interactions with staff and each other, which enhances their communications.
- Highly effective inclusion practice and partnerships, ensures that all children make significant progress in their learning and emotional development.
- Managers conduct a thorough risk assessment analysis, to monitor and support the strong health and safety practice within the nursery.

### It is not yet outstanding because

- There is scope to enhance children's emerging interests, as they make decisions about their own learning; and to provide additional resources to enhance their active engagement during their sensory play.
- There is scope to enhance children's concentration, by re-organising rooms and resources to create a more visually calm and orderly environment for example, at lunch and snack time.

## 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.

## Inspection activities

- The inspector observed activities in the two play rooms and the outside learning environment.
- The inspector conducted a joint observation of a planned activity, with the manager of the provision.
- The inspector spoke to a number of staff, including key persons.
- The inspector held meetings with the manager and owner of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents, carers and children spoken to on the day and from information included in the settings own parent survey.

## Inspector

Jayne Rooke

## Full Report

### Information about the setting

Priory Family Centre Nursery was re-registered in 2011 and is one of two nurseries, managed by a Community Interest Company. It is on the Early Years Register. It is situated in the Priory Family Centre in Wednesbury, West Midlands. The nursery serves the local area and is accessible to all children. It operates from two rooms in a single-storey building and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. All hold appropriate early years qualifications at level 2 and above, including two staff with 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 85 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 children with special educational 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:

- extend opportunities for children to explore a broader range of resources and to become deeply involved in activities that interest them
  
- extend opportunities for children to concentrate by limiting noise and making spaces visually calm and orderly at busy times during the day, such as at lunch and snack time.

## Inspection judgements

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

Staff provide a broad range of stimulating and fun activities, which excite children's interests and fascinations. They skilfully plan small and large group events, so that children benefit from purposeful interactions for the majority of the time. Staff with designated skills and responsibilities, provide intensive individual support for children with special educational needs, so that all children achieve to their best potential. Key persons observe, assess and monitor children's progress effectively. This enables them to plan for each child's next stage of learning, across the educational programmes. As a result, children thrive and make good progress towards the early learning goals. For example, babies and young children respond with enthusiastic body gestures, broad smiles and bright eyes to songs, rhymes and rhythms. They thoroughly enjoy making 'twinkle stars'

with their hands and fingers, and wiggle their body and nod their head, as they join in with the 'baa-baa woolly sheep' song. They develop their sensory awareness as they explore the texture of sand, shredded paper and other unusual materials. Staff respond to their changing needs and interests promptly, helping them to make choices and decisions about their own play and learning. In this way, young babies receive good levels of support as they move from the crawling to walking stage of their development. Older babies enjoy free movement between the indoor and outdoor environment, which increases the scope for active and investigative play. They benefit from positive social interactions with staff and older children, which enhances their communications.

Younger children show curiosity as they investigate the texture of custard. They test things out with increasing levels of confidence, as they use their fingers, tongue and sense of smell, to explore the taste and feel of the custard mixture on their skin. Staff skilfully demonstrate how to use their fingers to make fine movements across the custard, creating a variety of patterns and marks. However, at times there is opportunity to extend the range of tools and other materials available to capture children's active engagement for longer periods of time. In addition, there is scope to develop further opportunities for children to explore other learning experiences that are of interest to them, as they indicate a change in their preferences.

Staff use their time and expertise very well to support children's learning. For example, they organise enjoyable group activities so that younger and older children benefit from age appropriate learning experiences. For example, younger children are encouraged to listen and respond to stories, involving puppets and other interactive toys. Pre-school children respond enthusiastically to visual picture prompts and labels, that encourage them to speak confidently in a larger group and use numbers for counting, addition and subtraction. As a result, they develop strong communication and language skills and understand simple mathematical concepts.

Children's independence is fostered throughout the day. For example, they become capable at dressing and undressing themselves as they practise how to put on, and do up, their coats and shoes. They enjoy regular opportunities to prepare and serve themselves to food and drinks. They participate with gusto in noisy activities, such as, banging the drums. However, at busy times, such as, at lunch and snack time, they sometimes lose purposeful concentration, as the nursery activities become more focused on the routines of the day.

Children gain excellent levels of enjoyment from the exciting and exceptionally well-resourced outdoor play area. As a result, children develop their imaginative ideas as they 'drive the pirate ship'. Girls confidently describe how plants grow with the help of sunshine and water, following a productive planting and growing project, involving fathers and male carers. Children actively explore their surroundings, as they follow the inviting pathways around the garden. Outings within the local community are becoming more frequent, as older children prepare for their next stage of learning. For example, they visit the local grocery store to purchase a variety of familiar and unusual food ingredients. They benefit from visitors, such as, the fire and police community services. This significantly enhances children's physical development and understanding of the world.

Parents are actively involved at each stage of their child's learning and development. Key persons share detailed information with them about their child's initial and on-going progress, and how to support their child's next steps. This results in successful outcomes for all children, as they prepare for their next stage of learning.

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

Staff provide a warm and comforting environment for children through their positive and enthusiastic interactions. They warmly greet children and parents at the beginning and end of each session, and use this opportunity to discuss their child's routine needs and care. In addition, communication books and mobile phone text and photo messages, are used to 'keep in touch' with parents throughout the day. This helps children and parents separate happily from each other and to feel involved and connected. As a result, children settle quickly to play.

Staff are positive role models. They speak kindly to children and encourage them to be considerate towards others in their manner and behaviour. As a result, children form strong bonds and friendships. Staff pay high regard to the needs of children with special educational needs and/or disabilities, so that they are included in all aspects of the provision. Specialist members of the team are deployed well to communicate with children and families in their home language. This ensures that children's individual needs are met. Staff help children to understand the diverse world, by introducing them to people's differences and similarities. This helps children to value and respect others.

Children play safely within the nursery and outdoors, because staff supervise them closely. They enable children to explore freely and provide sensible safety rules, so that children understand risk and boundaries. For example, babies are carefully supported as they begin to walk around furniture and negotiate obstacles. Older children know that they have to use climbing equipment sensibly, so that they do not fall and hurt themselves. Younger children are carefully guided away from high risk areas, such as, climbing on a table, to prevent injury from trips and falls. This successfully promotes children's safety and well-being.

Children benefit from healthy meals and snacks, which are freshly prepared and nutritious. They are offered plenty of fruit, salad and vegetables, along with pasta, meat and fish based main courses. They enjoy a variety of healthy puddings, which include a good balance of dairy and non-dairy products. Staff are mindful of children's preferences, and encourage them to make their own choices about what and how much they want to eat. They carefully monitor children's food intake, to ensure that all children are well-fed and have plenty to drink throughout the day. Children rest and sleep according to their individual needs, and benefit from regular fresh air and exercise. This successfully promotes children's healthy growth and development.

A strong and established key person system supports smooth transitions between the home and the nursery. As a result, children are confident to attend and move between rooms with ease.

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

Staff demonstrate a secure understanding of how children learn and develop through play. As a result, they plan effectively for children's individualised learning, taking into account each child's unique capabilities and needs. This supports children's continuing progress very well. Exceptionally strong relationships with other professionals, such as, the qualified teacher in school and the inclusion support worker, ensure that planning and assessments are meaningful, precise and informative. This significantly enhances children's learning and development opportunities within the nursery, at home and at other settings.

Staff consistently demonstrate that safeguarding lies at the heart of the work that they do, in order to protect children from harm and neglect. They follow clear safeguarding procedures, and confidently describe how to report any concerns about a child's safety and well-being. They are vigilant about children's safety and security and have strict procedures in place for their safe arrival and collection. In addition, these procedures are strengthened by the use of password coded and visual entry systems. Risk assessments are thorough and cover all aspects of the nursery. Managers conduct a rigorous analysis of the cause and frequency of any accidents and incidents, resulting in minor bumps and bruises. They use a colour-coded alert system to identify any significant incidents, requiring immediate or emergency attention. This effectively informs their health and safety procedures, leading to a safer environment.

Recruitment and vetting procedures are robust. This ensures that each member of staff undertakes a thorough vetting and clearance procedure, to confirm their suitability to work with children. This is supported by continuous review and appraisal meetings, to ensure that no areas of concern arise during their employment. In addition, the provider operates their own staff agency to ensure that only recognised and approved staff, have direct access to children. Further security measures include regular staff wearing a 'uniform' with the nursery logo attached. Visitors, including agency staff, are required to wear a 'visitor' identity badge to confirm their purpose in the nursery. The provider recognises the scope to enhance this aspect of the provision, and is currently providing all staff with the nursery uniform, in order to enhance their easy identification.

Self-evaluation is effective and takes account of the views of children, staff, parents and other service providers. This brings about strengthened areas of practice, along with new ideas for further improvement. For example, the enhanced outdoor provision came from a joint audit exercise, to identify the benefits of free flow between the indoor and outdoor learning environment. This resulted in children's freedom of choice to explore, using a variety of resources indoors and outside. The nursery also shows considerable strength in equality and diversity, by successfully evaluating how best to support race, equality and gender awareness through play and visual resources. They introduced sign language and picture cue cards to capture the views of children with special educational needs and/or disabilities, providing this group of children with a voice. Parents report that they feel warm and welcome in the nursery, and find the information shared about their child's care and learning is positive and helpful. In order to achieve further improvements, managers conduct 'peer observations' to assess the quality of teaching and the interactions with

children. This leads to a successful programme of training and review of practice, to enhance children's learning experiences overall. Recommendations from the previous inspection have been addressed. As a result, children usually help to prepare snacks, such as, soft fruit, and now serve themselves to drinks from containers stored at low-level. They develop more independence at lunchtime, as they choose their own meals from the food counter. Increased opportunities have been introduced for children to get to know about their local community, through planned outings and visits from local community services.

Staff develop good links with local schools, so that children are comfortable with new routines and expectations, when it is time for them to transfer to their next stage. This promotes children's emotional stability.

## 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>     | EY437229                 |
| <b>Local authority</b>             | Sandwell                 |
| <b>Inspection number</b>           | 918675                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 55                       |
| <b>Number of children on roll</b>  | 85                       |
| <b>Name of provider</b>            | Priory Family Centre CIC |
| <b>Date of previous inspection</b> | 24/04/2012               |
| <b>Telephone number</b>            | 01215055950              |

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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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