

Priory Family Nursery

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

Inspection date	05/08/2013
Previous inspection date	19/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress in relation to their starting points within the Early Years Foundation Stage and specifically in the prime areas of learning, which prepares them for the next stage in their learning.
- Staff implement successful behaviour management strategies with children; as a result, children develop strong peer relationships, and demonstrate exceptional behaviour.
- Children's safety is a priority within the setting; therefore, children feel safe, secure and develop confidence.
- Partnerships with local schools, early years settings and external agencies are secure. This contributes to the strong culture of support children receive.

It is not yet outstanding because

- Staff could further improve their very good analysis of how children learn through the observations they record that enhance their understanding of children's learning. To provide further opportunities that support children's engagement, motivation and critical thinking in learning.
- Highly successful strategies have not yet been fully developed to engage all parents in children's learning.

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

- Inspector observed activities in the baby room, school hall and outdoor play area.
- Inspector viewed school facilities to check their suitability for interim use.
- The inspector carried out joint observations with the manager.
- Inspector viewed all relevant documentation, including; self-evaluation, complaints log, samples of children's records, planning, policies and procedures.
- Inspector spoke with the manager, directors and staff throughout the day.
- Inspector spoke with a range of parents, to seek their views on the quality of the nursery.
- Inspector gave feedback to the directors, manager and local authority representative.

Inspector

Scott Oliver Thomas

Full Report

Information about the setting

Priory Family Nursery was re-registered in 2011 and is now managed by a Community Interest Company. It operates from the Priory Family Centre in Wednesbury in the West Midlands. The nursery is open each weekday from 7.30am to 6pm all year round, except for Bank Holidays. All children share access to an enclosed outdoor play area and have the use of a sensory room and hall in the school.

The nursery is registered by Ofsted on the Early Years Register. There are currently 67 children on roll. It receives funding for early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language.

There are currently 12 members of staff employed to work with the children. Of these, three hold a relevant qualification at level 2, seven at level 3 and two at level 5. One member of staff is currently working towards a qualification. The nursery receives support from the local authority and a development worker from the children's centre.

What the setting needs to do to improve further

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

- analyse further the information gained through observation and assessment to identify the ways in which children learn, enhancing the opportunities provided to encourage children's critical thinking engagement and motivation

- help parents to consistently share what they know about their children in relation to their ongoing learning and development by capturing their contributions.

Inspection judgements

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

Staff have a comprehensive understanding of the Early Years Foundation Stage and a good knowledge of the seven areas of learning. The quality of practice is consistent across the nursery and, as a result, all children are making good progress in relation to their starting points, especially those with English as an additional language. Staff have implemented strategies, such as using multi-lingual books and labelling and there are staff who speak children's home language. The very good staff to child ratios ensure parents can discuss their individual children at any time and they all know who their children's key people are. Staff, mostly, inform all parents about their children's progress and

achievements during their time at the nursery, through regular progress updates and by their children's records being accessible at all times. However, they don't always fully use these opportunities to capture the views of all parents about their children's learning and next steps at home and in the nursery. Therefore, some parents are not always fully engaged in children's learning.

The strong staff team, led by experienced and knowledgeable seniors, support each other effectively to provide a stimulating and well-balanced educational programme for all children. This ensures they gain the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests. They use this information to plan purposeful activities and the short-term curriculum. However, the information they record regarding the way in which each child learns could be improved to give a more robust representation of children's learning styles. To encourage children to become engaged and motivated in their learning and to support their critical thinking even further.

Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental learning opportunities to extend the children's learning through asking open-ended questions, introducing new vocabulary and encouraging the children to become active learners and critical thinkers. For example, when babies play with puppets, the skilful staff introduce new words, such as 'silky, soft, smooth and rough', giving the babies time to explore the textures related to these words. Staff provide a very good range of interesting and challenging opportunities that are purposeful and developmentally appropriate. For example, babies who are learning to walk and crawl are encouraged by staff providing walkers and favourite toys to crawl towards. As a result, children are making rapid progress in their early physical development. Overall, children enjoy a well-resourced play and learning environment.

Children use their imaginations well during physical play; they use resources as props to support their play. For example, they arrange sports equipment and blankets in the school hall to make dens to hide from the 'baddies'. Children are beginning to use mathematical language during activities. They talk about taking big steps and small steps and taking high jumps or low jumps as they complete the balance beam and jumping block with concentration and will. Children enjoy listening to their favourite stories and using puppets as, with laughter and joy, they bring stories to life. They have access to a wide range of books, including stories in dual languages, and enjoy looking at them, retelling their favourite stories from the pictures, therefore, developing their interest in books. Children have access to materials for making marks at all times and use the resources for a variety of purposes. For example, young children experiment with chalk as they make marks and observe the consequences of smudging the chalk.

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

Children's individual welfare needs are met successfully because staff spend time getting to know the children and their families. Individual strategies are in place to support children. For example, staff work closely with parents and other agencies to accommodate

the children's individual needs, economic backgrounds and personal requirements. The nursery has strong links with local schools and other providers of the Early Years Foundation Stage. Effective systems are in place to ensure the children's smooth transition throughout the nursery and into school including support for parents. However, there is scope to build on the successful partnership with parents, by capturing the contributions they make regarding their child's learning to ensure children are extremely well-prepared for the next stage in their learning.

Children cooperate well with each other in the school hall and share resources as they recognise the needs of others. They show consideration for others as they play in mixed age groups to join in the activities. This helps prepare them for their next stage in learning. They demonstrate high levels of self-confidence as they question the inspector and share their views and experiences with him. All children show curiosity and communicate their needs well. For example, children ask staff about their own food likes and dislikes. Children's spoken language and social skills are developing well as they participate in one-to-one learning, small and large group activities. They confidently share their ideas, make suggestions to others and happily share their personal experiences. All children are happy and settled during their time at the nursery. Staff discuss the children's individual welfare needs with parents and record the information on their registration forms. Staff effectively use the information to support all the children who attend. Children form positive relationships with their peers and the staff team. They are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently. Children are learning how to keep themselves safe as they understand safety rules within the setting, such as walking inside and not accessing areas out of bounds as a result of building work. Children know about the risks of breaking safety rules and why it is important to keep themselves safe.

All children have daily opportunities to experience outdoor play and access fresh air. They use a wide range of outdoor resources. They climb on mounds with well-rehearsed technique and avoid their friends as they move through the tunnels, showing good spatial awareness. Children have opportunities to run, climb, balance and jump as they practise their physical skills. They recognise when they are tired and rest accordingly and when they are thirsty to get a drink. Children are developing a good understanding of healthy eating through discussion and daily routines. Children talk about the types of food that are good for them at lunchtime and they serve themselves a variety of fresh vegetables. All children are polite and use their manners well. For example, when asked if they would like some more lunch the children say 'no, thank you' or 'yes please'. Staff praise the children for remembering their good manners and the children smile in response. Children use their self-care skills to wash their hands prior to mealtimes, to serve themselves, including scraping their own plate and to go to the toilet independently.

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

The leaders and managers have a good understanding of their roles and responsibilities and as a result, the provision meets all of the requirements of the Early Years Foundation Stage. The setting have appointed an interim manager, deputy manager and senior staff

during the absence of the permanent manager to ensure all requirements are met. Safe and robust recruitment procedures have been followed to ensure all senior staff appointed to these positions are suitable and knowledgeable to fulfil their role. The directors regularly monitor the performance and suitability of the management team in their pursuit of excellence. Leaders ensure that staff are deployed effectively and staff are vigilant to maintain the safety of the children. Policies and procedures are implemented well, such as those for behaviour management, and as a result children are well-cared for.

Effective safeguarding procedures are in place to protect the children who attend. All staff have a good understanding of the procedures and know how to implement them because they have attended safeguarding training. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed. Staff have been extremely vigilant to keep children safe during current building work being undertaken on the premises. Robust recruitment and vetting procedures for childcare staff, alongside effective induction systems, help to ensure all adults are suitable to work with children. All visitors are required to show identification and sign in and out of the centre's visitor's book to ensure that a full and accurate record of everyone meeting the children is in place.

The manager regularly analyses the progress children are making across the nursery and identifies ways and strategies to improve practice for the benefit of the children. The manager and directors successfully monitor staff performance and their contributions to the nursery through regular team meetings, reviewing staff record keeping and annual appraisals. In addition, Early Years partners attend the nursery regularly to observe practice and to provide support to the staff team. As a result, staff identify areas for development to help improve practice. The setting's self-evaluation is effective in seeking the views of all children and parents, to contribute towards the drive for improvement and ensure continuous development. The manager carries out regular consultations with parents to obtain feedback and the setting plans to implement more child-friendly activities to further represent the voice of the child. The nursery has made rapid improvement since the last recent inspection by improving children's access to the wider community through outings and events and by improving the organisation of mealtimes, allowing children to be less distracted and more focused. These improvements are embedding well.

Parents have access to the nursery policies and procedures to develop their understanding of how the nursery operates and how their children are learning. The nursery has links with other agencies, such as the local authority, Sure Start children's centre and on site schools. This has developed the staff team's knowledge and understanding of how to support children with English as an additional language and children from a variety of cultures.

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

Unique reference number	EY437229
Local authority	Sandwell
Inspection number	926044
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	67
Name of provider	Priory Family Centre CIC
Date of previous inspection	19/06/2013
Telephone number	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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Piccadilly Gate
Store St
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