

Primley Park Children's Nursery

60 North Park Avenue, Leeds, West Yorkshire, LS8 1HS

Inspection date

07/11/2013

Previous inspection date

27/03/2011

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

- Staff are confident in their teaching and provide children with a good range of activities that capture their interest, particularly those relating to speaking and listening. This means children make good progress in their learning and development and become confident communicators.
- Staff give good attention to safeguarding children. They have a good knowledge of their roles and responsibilities in this area, which means they can respond promptly to any concerns and keep children safe.
- Children are confident in the nursery environment because they know what is expected of them. Consequently, they behave extremely well and become independent individuals who behave in a safe and responsible manner.
- Partnerships with parents are excellent, with high priority given to the sharing of information. This means the care children receive in the nursery is a true reflection of their home life. As a result, children settle well and parents have trust in the staff who care for them.

It is not yet outstanding because

- Rich opportunities for children to see print, and learn about and use words and numbers, are not fully extended to the outdoor environment.

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 all the playrooms and the outdoor area.
- The inspector met with the owner, the area manager and 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 selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of a circle time activity in the three- to four-year-old children's room.
- The inspector took account of the views of parents and carers spoken to on the day and from written testimonies provided.

Inspector

Diane Turner

Full report

Information about the setting

Primley Park Children's Nursery was registered in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a private provider and is situated in a converted school building in the Roundhay area of Leeds. The nursery serves the local area. Children are cared for in five rooms arranged over two floors according to age. There is an enclosed area available for outdoor play. There is no lift access to the first floor.

The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, two hold level 6 and one has Early Years Professional Status. A cook and a domestic assistant are also employed. The nursery opens Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 110 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. The nursery 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:

- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying numerals, names and signs and encouraging children to use them for a purpose in their play.

Inspection judgements

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

Staff are well qualified, knowledgeable and confident in their teaching. They provide a programme of activities that is interesting and enables children to learn successfully in different ways. Staff caring for babies provide them with a range of materials that are open-ended and can be used, moved and combined in a variety of ways. For instance, one baby enjoys picking up ribbons of paper and shaking these. Her curiosity is aroused as she feels the draught on her face from doing so. This effectively helps children to learn about cause and effect in their own way and to make connections in their learning. Staff make good use of everyday routines to promote children's learning. For example, they enable older children to develop their sorting and matching skills as they take turns to set the table for mealtimes. To manage hand washing routines before lunch, staff use a 'ticket' system. This involves each child taking a ticket showing a different shape from an envelope. The member of staff describes a shape and children are encouraged to see if this matches the one on their ticket. If it does those children go and wash their hands.

This very effectively promotes children's mathematical development and means small groups access the bathroom at once, which manages the task safely and efficiently.

Good attention is paid to promoting children's development in communication and language. For example, staff make good use of props, such as a teddy bear, which is passed from child to child, so they take turns to introduce themselves to the rest of the group. This encourages children to develop good listening skills and confidence in speaking in front of others. Staff working with older toddlers make good use of technology to help children learn simple words, such as the names of animals and the sounds they make. For example, as children use a touch screen they delight in repeating words they hear. Slightly older children confidently join in with familiar rhymes. This successfully enables them to build up their vocabulary through repetition. Older children benefit from regular music and singing activities that are led by an outside professional. For example, they learn to use signs for 'hello' and 'sit down' as part of a 'welcome' song. This enables children to learn that they can communicate in ways other than the spoken word. Staff provide a bright and stimulating environment indoors that is rich with displays of children's work, to show their efforts are valued and appreciated. For instance, toddlers' glittery firework pictures are incorporated into a nighttime display. A good amount of words and numbers are displayed, to show children how these are used in context. For instance, notices show older children how many can access particular activities at once. However, these rich opportunities are not fully extended to the outdoor area, which means children are not supported to the optimum in understanding how words and numbers can be used in context in different environments.

Staff pay very good attention to involving parents in their children's learning. For instance, they are informed of the 'letter of the week' in the older children's room and are asked to help their child to find and bring in items linking to this. The items are then discussed with the group and put in a 'sound' box. Parents are keen to be involved in such activities. This is particularly evident when one provides a book about a jam sandwich and a real example, to link to the letter 's'. This successfully helps make children's learning come to life. Parents of younger children are asked to complete 'weekend' slips where they are asked to record activities their child has been involved with at home and any achievements in their development. This means staff have a good picture of children's learning outside the nursery and can plan sharply and precisely for the next steps in their learning. Consequently, children make good progress in their development and are well prepared for school when the time comes.

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

Children's transitions into the nursery are managed very well. For example, detailed information is gained from parents about their children's individual needs and how these can be met. Settling-in visits are actively encouraged, so children become familiar with their new environment at their own pace. As a result, children settle well and develop close bonds with their key person. This means they are emotionally secure, feel safe and have a strong base for their learning and development. For instance, one baby feels confident to take part in a game of peek-a-boo with her key person, safe in the knowledge that her carer is still there even though she may be momentarily out of sight. The child's

pleasure in the activity is very evident as she giggles and squeals with delight.

Children's behaviour in the setting and their understanding of personal safety are very good. For instance, staff provide age-appropriate scissors and teach children how to use and transport these safely. Regular fire drills are held. As a result, children fully understand what to do if the alarm sounds and they respond in a calm and orderly manner. They line up at the door ready to leave their room, and those based on the top floor walk sensibly down the stairs. Once outside, older children know to gather along the fence and wait for their name to be called. Staff sensitively reassure very young children with cuddles and soothing words, so they are not upset by the sudden disruption to their routine and learn to confidently cope with such an experience. This encourages positive relationships and supports children to understand consistent boundaries within the setting. As a result, children work well together and develop a strong sense of what is right and wrong. For example, older children demonstrate good team work as they march in a line and promptly stop when a member of staff says 'halt'. Children of all ages sit well together for group activities. For instance, an older child reminds another to 'clap properly' during a particular song.

Good attention is paid to promoting children's good health. They have access to the outdoor area each day, which means they benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment. For example, some children become fully immersed and confidently use digging tools to fill containers as they pretend to make chocolate cake in the 'mud kitchen'. Toddlers delight in using wheeled toys and sweeping up fallen leaves with small brushes, while older children run and chase one another without bumps. Staff give high priority to supporting children to learn about good self-care. For instance, they promptly wipe the noses of younger ones and encourage them to blow as they do so. Older children confidently help themselves to a tissue from a low-level dispenser, blow their own nose and put this in the bin afterwards. Staff make sure children wash their hands after outdoor play or visiting the toilet and before meals. Children are provided with nutritious meals, such as roast chicken, vegetables and potatoes for lunch. Mealtimes are pleasant social occasions when children are encouraged to develop and use their independence. For example, older children are taught how to use tongs and large spoons, so they can independently serve themselves food.

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

The nursery is led and managed to a good standard. The owner is passionate about providing high quality care and education for all children and her beliefs are shared with, and implemented by, the manager and staff team. The manager acts competently as a leader, motivator and mentor for staff, and is supported well in her role by the management team at the nursery's head office. Staff work well together and are clear of their roles and responsibilities, which means the nursery operates smoothly and efficiently. Safeguarding children is given high priority. The recruitment and vetting of staff is robust, as is their induction. This means informed decisions are made about their suitability to work with children. Staff attend regular training in child protection, which means they are

confident about the procedures to follow should they have any concerns about a child's welfare or the practice of a colleague. Comprehensive risk assessments are undertaken on the premises and staff are vigilant in carrying out daily safety checks. The premises are kept secure at all times and the bell and intercom system on the main entrance ensure there is no unauthorised access to children. This means they are kept safe and well protected.

The manager ensures the required adult-to-child ratios are maintained in all rooms at all times. For instance, she makes a record of the number of children present and the staff caring for them and their qualifications at the start of the day and after lunch. The information is immediately sent to the nursery's head office, which provides good documentary evidence to show the nursery is meeting its responsibilities in this area. This in turn ensures children are well supervised and supported in their learning and development. Good attention is given to the performance management and constant development of all staff. For example, regular appraisals and supervision sessions enable the management team to identify any training needs staff may have. Any areas of underperformance are tackled appropriately in line with employment law. Parents are able to comment on staff performance by nominating them for an employee of the month award.

Self-evaluation is used effectively, which means the manager has a good understanding of the nursery's strengths and areas for improvement. This means clear plans can be made to move the nursery forward. Regular staff team and supervisor meetings and room meetings are held, which enables staff to express their views of the nursery. Parents' comments about the service they receive are welcomed, and management are receptive to making any suggested changes. For instance, the nursery opening times have recently been extended to meet the needs of some parents. Each child's development and progression towards the early learning goals is carefully monitored through their learning records. This includes observations of children's responses to the activities and monthly/quarterly assessments and the required progress check at age two. This information enables management to identify any gaps in the educational programmes or children's learning and to support staff fully in addressing these. Children with special educational needs and/or disabilities receive good support because staff work very closely with parents and any outside agencies involved in their care, to ensure they reach their full potential.

Staff pay good attention to working in partnership with other early years settings, such as schools children will move on to. For instance, they provide teachers with a transition report so they know what children's starting points are. Teachers are invited to visit the nursery to meet children in a familiar environment, which successfully supports their transition to the next stage of their learning. Partnership working with parents is excellent. Information they receive and their involvement in the nursery is very good. For instance, parents and older children are invited to a family picnic at a local park to mark their transition to school. Staff acknowledge parents' contribution in supporting children's learning at home by thanking them for this in newsletters, which shows their input is really valued. Parents' comments about the nursery are very positive. They say that staff are 'fabulous' and that they find parents' evenings very informative and know what targets

their child is working towards. They also look forward to receiving the regular newsletters that are provided as they find these keep them well informed about forthcoming events.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	319393
Local authority	Leeds
Inspection number	938003
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	110
Name of provider	Primley Park Children's Nursery Ltd
Date of previous inspection	27/03/2011
Telephone number	0113 393 0066

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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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