

# Primley Park Children's Nursery (Moortown)

437 Street Lane, Moortown, LEEDS, West Yorkshire, LS17 6HQ

<b>Inspection date</b>	26/11/2013
Previous inspection date	01/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children feel safe, secure and all are well settled in all rooms because staff get to know families and support children to gradually settle into the setting. Staff have also developed an effective transition procedure between rooms and on to school.
- All children are making expected progress in their learning and development because staff use a clear planning system and can easily identify any emerging gaps.
- Children are effectively safeguarded because staff have a comprehensive understanding of the setting's safeguarding policy and where to obtain professional advice from.

### It is not yet good because

- Teaching is not consistently good across the setting and some staff do not always positively interact with children to extend their learning. Consequently, activities do not always match children's individual needs or provide adequate challenge.
- Staffing is not robustly planned by management to ensure that there are always sufficient staff on duty to support children's learning when they arrive in the morning.
- Children's needs are not always fully met at mealtimes because staff keep children waiting for prolonged periods of time before they serve their food.

## **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 children in the three base rooms and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, manager, staff manager and three parents.
- A range of documents was inspected including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day, parental comments in children's development files and parent questionnaires.

## **Inspector**

Laura Hoyland

## **Full report**

### **Information about the setting**

Primley Park Children's Nursery (Moortown) opened in 1996 and is one of four settings privately owned and managed by Primley Park Children's Nurseries Ltd. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from detached premises in the Moortown area of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional Status. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 101 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children with English as an additional language.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure staffing arrangements are effectively planned in order to always meet the required staff to child ratios
- raise the quality of staff interaction with children so that learning opportunities are consistently extended and all children are given age appropriate challenge in their play.

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

- ensure group times meet all children's individual needs by; splitting children into smaller groups to ensure all children can concentrate, listen whole heartedly and engage in age-appropriate activities
- develop the lunch time procedure to ensure children are not sat for long periods of time waiting for meals to be served.

## Inspection judgements

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

All children are making expected progress in their learning and development because staff have a clear planning system, which takes into account children's interests and next steps. Staff monitor children's progress and are able to discuss how gaps in children's learning are identified and closed. However, the quality of teaching is variable across the setting and while some staff understand the reasons behind planned activities other staff are unsure of the benefits to children's learning. For example, some children actively engage in creating Christmas pictures with lametta and sequins. They concentrate adding the materials and carefully positioning them on the paper and staff praise children's concentration skills. Other children make Hanukah cards with a menorah-shaped stamp, but when questioned what the benefits of the activity are to children staff are unable to clearly explain what children are learning. Staff are observed putting the paint on the stamp and then controlling children's hands while stamping the card once. This demonstrates that activities do not always match children's needs and not all staff appropriately challenge children when engaging in learning opportunities.

Children are learning to listen and follow simple rules. This is because staff give straight forward instructions. For example, children play parachute games and listen to staff when they ask the children to lift the parachute slowly and carefully. Older children take part in regular group times, sitting for periods of time to engage in a specific activity. However, at times groups are too large and individual children's needs are not always consistently well met. Many children do, however, enjoy listening to stories and singing songs to develop their communication and language skills. These skills are the basis of what children require in order to be ready to transition to school.

Staff have created positive relationships with parents. This is because staff get to know each child's family when they start in the setting. Staff discuss what each child can do and create a baseline assessment of children's learning with the parents. Regular reports of children's progress are shared with parents, who are invited to parents' evening and encouraged to take children's development files home. Staff share information with parents at the start and end of each day and parents find this information sharing really positive. However, at the start of the day adult to child ratios are not always adhered to and although children are content the quality of learning at this time is impacted because the limited number of staff on duty are liaising with parents and are therefore not engaging with children to develop their learning.

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

Children's individual well-being needs are adequately met. Staff have a clear understanding of their role as a key person, they work with parents to get to know children and understand that supporting children to settle is important. Information regarding children's care routines is gathered when children start in the setting and forms

a care plan. Staff update care plans with parents regularly and note any changes in order to meet children's individual care needs. Consequently, children are settled and demonstrate they have created attachments with staff, resulting in them feeling safe and secure in the setting. In addition, staff have developed a clear transition procedure to support children when they move between rooms in the setting and onto school. Settling-in reports are completed and parents are consulted during each move. This means that children are emotionally supported during these times.

Children enjoy a range of fruit for snack and a range of healthy and nutritious meals are provided for meal times. Children sit in small groups with their friends at mealtimes and staff are close by to support children. However, mealtimes are not always a positive experience because young children are kept waiting by staff for lunch to be served and for some children this causes them to become distressed. Staff encourage children to wash their hands prior to eating and when returning from outdoor play. This promotes basic healthy hygiene practices.

Children behave well in the setting because they are routinely reminded of the rules in the setting. For example, children who upset or hurt each other are reminded to be kind and staff encourage children to apologise to each other. This supports children to develop social skills and the understanding of expected behaviour. Staff also remind children how to behave when playing outside and staff allow children to take appropriate risks in their play. For example, they climb on apparatus and negotiate the steps to the top of the slide. This teaches children how to manage small risks in a controlled environment.

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

The inspection was brought forward by Ofsted due to a notification by the provider in regard to safeguarding. The management team demonstrate that they have a clear understanding of the course of action to take if they are concerned about a child's well-being. Clear policies and procedures underpin staff's safeguarding knowledge and practice and policies are accessible for all parents, which clearly state how staff will deal with any concerns. All staff have appropriate checks when they start employment and are suitable to work with children. In addition, all staff receive safeguarding training and are aware of who the setting's safeguarding lead person is. This means all children are safeguarded from harm in the setting.

The setting has a large complement of staff with level 3 childcare qualifications and above, including a member of staff with Early Years Professional Status. Staff are encouraged to access training courses and the management team regularly provide in house training. However, the quality of teaching is not always good and some staff do not consistently positively interact with children. This means that children are not always challenged in their play. The management team have started to implement staff supervisions and the manager spends time in the rooms every day. The staffing manager has been rolling out training and observing staff in order to develop their interaction and practice. However, this has not yet been deeply embedded.

Staff have created positive relationships with parents and value their views and opinions. Regular questionnaires are sent to parents and the setting has a self-evaluation document in place. The manager and staff are able to identify the strengths of the setting and are working on continuously developing provision. However, some aspects of staff practice are not yet fully embedded. Partnerships with other professionals are in place and the staff know who to contact if they require any support or advice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	510087
<b>Local authority</b>	Leeds
<b>Inspection number</b>	939533
<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>	57
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Primley Park Childrens Nurseries Ltd
<b>Date of previous inspection</b>	01/07/2009
<b>Telephone number</b>	0113 2688221

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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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