

# Priory Children's Centre Day Nursery

Limes Road, DUDLEY, West Midlands, DY1 4AQ

## Inspection date

Previous inspection date

23/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Key persons demonstrate sensitivity and warmth towards children, promoting a sense of security and belonging.
- Children make sound progress and can freely choose to access outdoor learning, which promotes their physical development, health and well-being.
- Practitioners involve parents as partners in the nursery, this ensures children's individual needs are sufficiently met.
- Practitioners follow clear child protection procedures to protect children from abuse or neglect.

### It is not yet good because

- Arrangements for liaising with parents regarding the progress check for children age two are not carefully timed to coincide with the child's health and development check.
- Children with English as an additional language are not given enough opportunities to use their home language during their play.
- The daily routine is not always used well to promote children's independence skills.
- Children's knowledge of letters and words is not fully promoted through seeing a wide variety of different types of print displayed around the nursery.

## **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 each area of the large open plan playroom and in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and questioned practitioners.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector also took account of the views of parents and children spoken to on the day.

### **Inspector**

Linda Yates

## **Full report**

### **Information about the setting**

Priory Children's Centre Day Nursery was registered in 2013 on the Early Years Register. It is situated in a Children's Centre in the area of Dudley, West Midlands and is managed by Dudley Metropolitan Borough Council. It is one of five nurseries operated by the provider. The nursery serves the local area and is accessible to all children. The nursery opens five days a week from 8am until 6pm all year round except on bank holidays and for a week at Christmas. It operates from one large room with separate sections for various ages of children and there is a fully enclosed area available for outdoor play.

There are currently 69 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English as an additional language.

There are currently 10 staff working directly with the children. Of these one holds Qualified Teacher Status, eight hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery receives support from the local authority.

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

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

- improve arrangements for liaising and agreeing with parents the most useful time to provide a written summary of the progress check for children aged two, so that this is provided in time to inform a child's health and development review
- increase opportunities for children whose home language is not English to develop and use their own language in their play and learning, in order to fully support their communication needs and aid their developing use of English.

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

- provide children with a print rich environment that will foster and build on children's curiosity in letter shapes and the written word by, for example, introducing more labels and signs
- create more opportunities for the older children to develop their independence throughout the course of the day's activities, such as learning to dress and undress and help to lay the table, serve their own food and pour their own drinks at meal times.

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

The manager's has a suitable understanding of the qualities of an enabling environment. As a result, the nursery provides stimulating resources and purposeful and developmentally appropriate learning opportunities for children that encompass the seven areas of learning and offer challenge. Assessment of children's stage of development is accurate and is used to inform future learning experiences which match children's individual needs. The required progress check for children aged two is carried out and parents are provided with a copy of this. However, staff do not always liaise and agree with parents the most appropriate timing for this, so that it is available for parents to share this information with health visitors during their child's health and development review at age two. Practitioners organise resources to enable children to explore their own ideas and creativity and to move around freely between inside and outside. For example, children laugh and splash in a puddle they have discovered outside, learning about force, properties of liquids and water displacement. The Practitioner asks open questions to promote children's thinking, such as, 'what makes the puddles?' The children jump with two feet into the puddle and observe the change as the water turns to mud. The children are engrossed as they play in the mud, the practitioner supports children's interests and motivates their learning by extending this activity giving them spades to dig with.

Practitioners respond well to what children are doing and saying and plan appropriate linked activities. For example, when the children become fascinated by a snail found outside, staff encourage them explore snails further by making a drawings of the snail. This helps to build on what children already know and promotes their understanding of the world around them. There is a camouflaged den area promoting an adult-free secluded space which offers children opportunities for intimacy, solitude, calm and reflection and stimulates their imagination and socialisation as children become absorbed in their own fantasy worlds. The practitioner participates in a child initiated singing game and supports and extends their learning through play. For example, when a line of children forms behind her, they all walk in a line singing rhyming songs and stomp like an elephant. The practitioner models the movements that echo the meaning of the words well and this repetition promotes children's language and communication skills. However, children with English as an additional language are not as well supported because they do not have wide opportunities to use and develop the use of their home language in their play in order to fully support their communication skills and their developing use of English. Children have the opportunity to make marks outside as there is a large blackboard with chalk for the children to use, promoting literacy.

Children are given time, space and sufficient resources to choose from, enabling them to learn through play. For example, babies lie on their tummies, building their neck and upper-body strength as they look around them and reach out for various playthings. They enjoy treasure baskets, enabling them to learn to handle and explore different objects through their senses. They play with the stacking rings helping to refine their hand and finger control and develop problem solving skills. Children also benefit from a range of resources which they can explore and experiment in using in many different ways, such as adding glitter to paint when making a Jack Frost picture. Teaching is generally effective and practitioners ensure children develop the key skills they need for the next stage in their learning and the eventual move on to school. Practitioners model new skills and use appropriate communication, such as, commentary, questioning and explaining to help children develop their skills. For example, a practitioner models clapping out the syllables in the words to a farmyard rhyme, encouraging the children to join in and continue with the rhyme, promoting their understanding of sounds as part of their early literacy development. However, there is little print displayed in the indoor and outdoor environments and so opportunities are missed to fully develop young children's curiosity and interest in letters and sounds. The practitioner with qualified teacher status holds up the appropriate fingers to match the numbers in another rhyme and encourages children to do the same, promoting counting. Each child is asked in turn to find the appropriate number on the number ladder, helping children to recognise numerals. As a result, children demonstrate the characteristics of effective learning for a considerable length of time. However, daily routines are not always used effectively to encourage independence skills, particularly in relation to the older children, because practitioners overlook opportunities to encourage children to put their wellington boots on and off or help prepare for daily activities or routines, such as meal times. Resources for activities and Children with special educational needs and disabilities are reasonably well supported, because practitioners work alongside outside professionals to provide appropriate intervention, when necessary. The nursery's special educational needs and disabilities coordinator advises and supports other practitioners in the setting so that there is

consistency in the support provided to those children who need extra help. Children's prior skills are established with parents on admission to the nursery, when parents complete a 'getting to know your child' form recording what their child can do, how they learn and their likes and dislikes. This, along with verbal discussion with parents, helps practitioners identify where children are in their development pathway. Children's assessment folders are kept in their playrooms allowing easy access for parents and helping to encourage them to be involved in their child's learning. Parents are well informed of their child's progress through daily discussions, daily information sheets and termly two hour sessions where parents can join in with play and see their child's assessment folder. The nursery supports home learning by promoting a 'Book start' scheme. This offers the gift of free books to all children at two key ages before they start school, helping to inspire a love of reading that will give children a good start in life.

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

There is a relaxed and happy atmosphere within the nursery. Children receive a nice warm welcome helping them to settle easily. Children forge trusting and caring relationships with key persons, promoting a sense of emotional security. Practitioners recognise the importance of children feeling secure and having a sense of belonging in the nursery. To promote this, children have their photographs displayed by their coat pegs. Children appear confident in their communications with adults and the inspector. The nursery has adequate procedures for emotionally preparing children for their move into nursery. For example, the nursery encourages the child and parent or carer to visit the nursery to meet the practitioners and have a look around ahead of the planned start date and to discuss the nursery's settling-in procedure. A key person is assigned to the child and parents are asked to bring along any comfort objects. When children are due to change key groups, they join the new group for short visits, gradually extending the length of time they spend there, helping them become accustomed to their new base. There are procedures for emotionally preparing children to move into the adjacent school; children have regular visits to the school near the time they are due to start, and this helps them to become familiar with the school environment and new routine.

The large open planned playroom, with designated areas for babies and older children is well organised and attractive with natural hardwood furniture and activity stations containing stimulating resources. Children participate in daily outdoor energetic play. The older children have direct access to outside and have long periods when they can play outdoors throughout the day, including opportunities to be physically active. Children have the opportunity to learn to experience challenge and manage risks for themselves when they use the wooden climbing tower, climb on and off giant foam blocks or push large wooden trucks around, developing their muscle strength, coordination and balance. Snacks provided for the children are nutritious and consist of fresh fruit with milk or water to drink. Lunch consists of homemade meals, such as, mashed potato, sausages and peas. All this promotes children's health and well-being. However, children's independence skills are not so well promoted, particularly during meal times. For example, practitioners lay the table, give out drinks and hand out plated meals to the children and this does help to develop children's confidence in doing things for themselves. Practitioners sit with children at mealtimes and discuss their likes and dislikes, which helps them learn about healthy

food and drink. Practitioners encourage children to socially interact throughout mealtimes and support children's use of cutlery, praising children's efforts.

Practitioners are suitable role models who put the children's needs and interests first and are approachable and friendly. Children's behaviour is good and their actions show they are aware of the setting's rules and behaviour boundaries. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed, practitioners positively reinforce the rules and boundaries, ensuring a consistent approach. The nursery strengthens the positive impressions children have of their own cultures and faiths and those of others in their community, by sharing and celebrating a range of practices and special events, such as Diwali. There is a sufficient range of resources in the setting that reflect children of ethnic minorities or children with diverse physical characteristics, including disabilities. These include posters, books and small world figures and help children to respect and value all individuals within our society. The nursery has achieved the 'Me 2' kite mark award that recognises and celebrates inclusive childcare settings for disabled children and young people throughout Dudley.

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

The manager's qualification has given her a reasonable understanding of policies and practice in early years along with the skills to develop a team. She has a sound understanding of her responsibilities in ensuring the nursery's practice meets the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. There is a suitable safeguarding policy to guide practitioners in the procedure they must follow if they have concerns that a child is suffering from abuse or neglect. As a result, children are protected. Safer recruitment practice is followed and ensures that those employed are suitable to work with children. There is a programme of induction ensuring new practitioners become effective and competent as key persons. Practitioners are adequately and appropriately supervised and they have ready access to advice, coaching and management support in all matters.

There is a clear understanding of the learning and development requirements and how children progress and this is successfully cascaded to the staffing team. As a result, children make suitable progress in their learning. However, parents are not always provided with a timely written summary of the progress check at age two for their children, so that parents have this information in time to inform the health visitor at the health and development review at age two and so gain early intervention to support children's development, when necessary. Furthermore, opportunities for children with English as an additional language are not to use their home language during their play are not fully developed to aid their communication skills and support their developing use of English. As a result, some children are less well supported than others. To aid The manager regularly checks each child's assessment folder, the continuous provision of resources and the weekly planning to ensure the educational programme and assessments of learning are appropriate. A system of self-evaluation has been implemented, identifying strengths and some weaknesses, with an appropriate action plan in place to drive forward improvements. The nursery also takes advantage of the local authority training

programme to ensure staffs' continued professional development.

Children and families benefit from the friendly relationships that exist between practitioners and parents. Practitioners and parents have regular daily discussions, ensuring a two-way flow of information. The nursery newsletter includes a wealth of information, such as details of future events, articles about recent activities in the nursery and important dates. Parents can also access the nursery's policies on the internet. As a result they are kept informed about how the nursery operates. There is a photographic display in the foyer of all practitioners, detailing their names, roles within the nursery and their qualifications. This helps keep parents informed of the management structure and practitioner deployment within the nursery. The nursery has developed links with other professionals, such as, children centre workers, social care, the speech and language therapists and the local school to ensure children's needs 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

<b>Unique reference number</b>	EY464715
<b>Local authority</b>	Dudley
<b>Inspection number</b>	927929
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Dudley Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384812016

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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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