

Priory Day Nursery

Flat, 99 Gloucester Road North, Filton, BRISTOL, BS34 7PT

Inspection date

24/02/2014

Previous inspection date

01/12/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 their learning because staff have a secure understanding of how babies and children learn and develop.
- Staff attentively listen to children by giving them time to talk in group sessions and show they value their ideas by sharing in their interest.
- Staff ensure babies have suitable and comfortable areas to move around and offer a stimulating learning environment.
- Babies and children learn about the importance of physical exercise because the nursery has invested in extra-curricular activities to promote their physical well-being.
- The manager places great emphasis on staff's ongoing professional development. She plans suitable training to extend and promote good practice.

It is not yet outstanding because

- Displays of children's work do not fully embrace and celebrate their skills in early mark making and emergent writing.
- Staff do not always provide children with similar learning experiences outdoors so they can actively learn to recognise numbers and letter sounds.

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 viewed all areas used by children.
- The inspector spoke with the manager, staff, parents and children throughout the inspection.
- The inspector viewed the interaction of staff and children during a range of activities.
- The inspector undertook a joint observation alongside the Early Years Professional.
- The inspector viewed a selection of documentation including children's development records, policies and procedures including staff suitability checks.

Inspector

Shahnaz Scully

Full report

Information about the setting

Priory Day Nursery is one of a chain of three nurseries owned by Bristol Childcare, a limited company. This nursery re-registered in 2008. It is situated in an urban area on the outskirts of the city of Bristol and serves the local and wider community, consisting mainly of working parents. The nursery operates from the basement and ground floor of two Victorian houses. Children have access to a secure enclosed outdoor play area at the rear of the premises. Access to the property is flat. Wheelchair access is gained via a ramp at the front of the property. The nursery is open each weekday from 7.30am to 6pm all year except for Bank Holidays and Christmas. There are currently 87 children attending who are within the early years age range. They attend for a variety of hours. This provision is also registered on the voluntary and compulsory parts of the Childcare Register. The nursery supports children who are learning English as an additional language and those with special education needs and/or disabilities. There are 13 members of staff, including a qualified teacher and a cook. All staff working directly with children hold an appropriate early years qualification. 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:

- promote an active outdoor learning environment by extending the use of number and phonic recognition, so all children, in particularly those who prefer learning outdoors, are offered continuous learning
- encourage children to write captions and comments with their drawings and photographs and use displays to celebrate children's mark making and emergent writing.

Inspection judgements

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

Children make good progress in their learning because staff have a secure understanding of how babies and children learn and develop. Staff and parents share children's initial starting points upon entry by completing an 'all about me' form. Staff use this information well, alongside with their ongoing observations, to plan children's next steps. The staff demonstrate a good understanding of the Early Years Foundation Stage learning and development requirements. They use this knowledge to plan suitable learning experiences that reflect babies and children's interest. Staff effectively use assessments to record children's progress as well as to identify children who need additional support. Staff create individual educational plans by agreeing targets with parents, in order to support children

who have additional needs. The nursery has a designated Special Educational Needs Coordinator who works closely with staff and parents to identify and plan for children's additional needs. Staff record and evaluate children's progress using children's individual learning diaries, encouraging parents to review and add their comments to their child's record. Consequently, all children are making good progress in their learning, considering their starting points. As a result, gaps in children's learning are narrowing. Babies enjoy exploring the 'black and white' sensory area, which helps to promote their visual development. Staff ensure babies have suitable and comfortable areas to move around and offer a stimulating learning environment. For example, staff support babies in developing their gross motor skills, by providing suitable equipment and furniture to aid their early stages of crawling and walking, such as play tunnels and baby walkers. Staff use effective communication with babies and children, showing they are in tune with their stage of learning. For example, they repeat words and phrases with babies and sing familiar songs. Babies listen with interest and react to the staff's positive interaction by smiling and moving to familiar sounds. Staff share stories with children and use this opportunity to engage in discussion by skilfully asking questions. Group learning experiences such as registration time, provides opportunity for children to talk about their experiences. Staff attentively listen to children by giving them time to talk during group sessions and show they value their ideas by sharing in their interest. Staff effectively promote makaton signs and their associated symbols to give visual clues to the meaning of words, questions and instructions. This helps to boost a children's confidence and communication skills. Staff provide opportunities throughout the nursery for children to practise their early writing skills in readiness for their next stage of learning. They have access to a range of mark-making material and tools to extend their interest. For example, children use large paintbrushes outdoors to draw onto the wall with water. Younger children have fun using cars and trucks, which they dip into paint to make tracks on paper, thus creating their own patterns. However, displays of children's work in the environment, do not fully embrace and celebrate children's skills in early mark making and emergent writing. Children develop their mathematical learning as they explore a range of activities. For example, children learn about measuring by using a tape to measure the height of the beans they have planted, as well as tracking their own height using a wall chart and then comparing sizes. Staff make use of alphabet flashcards and number lines, which they display within the rooms at children's height to promote their learning. However, staff do not always provide children with similar learning experiences outdoors so they can actively learn to recognise numbers and letter sounds. Consequently, children who prefer learning outdoors do not benefit from a continuous outdoor provision to help them recognise numbers and phonics in all environments. Children show an interest in their natural world. They have been following lifecycles of frogs using the nursery pond. The nursery has created a 'bug hotel' with the help of parents, by utilising crates and bricks to attract and shelter insects such as ladybirds, butterflies and beetles. The children show a great interest in learning about different insects. In addition, staff promote children's understanding of caring for their natural environment by involving them in growing and planting of vegetables and herbs in the outdoor growing areas.

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

The nursery offers a caring and safe environment for children to explore and learn. Babies and children form good attachments with their key person. This is because staff work closely with parents to identify their personal care routines, preferences and needs when children first start. For example, staff display babies individual milk feed times, weaning stages and sleep routines in the baby room so all staff are familiar with their requirements. Parents are given daily feedback about their child's day and care routine to ensure continuity of care at home. Children demonstrate good social skills such as sharing, taking turns and listening to others. This is because staff role model expectations and reward children for their positive behaviour. Staff encourage children to use time to reflect and think about unacceptable behaviour and to show consideration towards others. Staff develop children's understanding of keeping safe, through discussions about road safety and not talking to strangers. In addition, children have become very familiar with the routine of crossing the nursery car park by using the zebra crossing to access the garden area safely. Children are learning about good hygiene practices because staff remind them about the importance of washing hands before mealtimes and after using the toilet. The staff maintain a clean environment by doing daily room checks and sterilising baby equipment including feeding bottles to prevent the spread of germs and bacteria. Children are supported during toilet training and staff effectively identify when children are ready for this next stage. They work closely with parents to discuss children's personal care needs including dietary requirements. Children have their own placemats to identify any allergies. The nursery promotes a healthy lifestyle by providing children with nutritional, healthy and balanced meals, which are cooked and prepared on the premises. The staff follow a weaning schedule for babies, in agreement with parents. Staff have recently attended a weaning-led training course, to further extend their knowledge so they can support babies through the weaning process. All children have access to drinking water including babies who have their own individual drinking beakers. Staff promote children's independent skills by encouraging them to learn how to use cutlery and to drink from a cup. As children progress up through the nursery rooms, they begin to show autonomy and self-determination in managing their own self-care needs. These skills acquired by the children are important, as they help them to prepare for the next phase of their transition to school. Babies and children learn about the importance of physical exercise because the nursery has invested in extra-curricular activities to promote their physical well-being. The nursery has weekly visitors who come and lead physical-led sessions including ballet, football and stretch and grown. Children were observed during the inspection participating in a ballet session. The children learnt to move in a space using a range of motions along to music. The children were happy and engaged; this rich learning experience offered an opportunity to develop their coordination, posture as well as build their confidence.

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

Management understand their responsibility in implementing the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff recruitment procedures are in place to ensure staff are suitable and vetted before they start working with children. Staff undertake a thorough induction programme from the onset and safeguarding and welfare needs are a priority. The manager is the lead

designated person for safeguarding and has attended advance training to fulfil this role. The manager and staff all demonstrate a secure understanding of their role in protecting children from potential harm and danger. The manager imparts information gained from safeguarding training to extend staff's knowledge of identifying signs of abuse. The senior management regularly reviews and updates safeguarding policies and procedures such as the use of mobile phones. Staff and child ratios are maintained well. The manager ensures staff are suitably deployed in all areas of the nursery and children are supervised at all times. Staff complete daily risk assessments and checks in all areas of the nursery used by the children. The manager also does health and safety reviews and ongoing audits, the annual health and safety audit is done by Ellis Whittam. In addition, the manager carries out periodic fire drill evacuations every month and tests the fire alarm weekly. Staff review the emergency evacuation procedures as part of their induction training and have completed training in manual handling. The manager understands her responsibility in overseeing the educational programme. The manager reviews children's learning diaries and regularly meets with the staff to discuss children's progress. The EYP regularly reviews learning diaries and has a role in overseeing the educational programme along with the manager. The EYP and Group Manager are also involved in planning training. The manager uses a tracking graph to identify children's progress in all areas of learning and development. She competently leads the staff team to close any gaps in children's learning by working closely together with parents and outside professionals. The manager places great emphasis on staff's ongoing professional development. She plans suitable staff training to extend and promote good practice. The Senior Group Manager and Group Manager monitor staff performance through regular supervision and annual appraisals and by observing their interaction with children. The setting manager has recently introduced individual professional development folders so all staff can evidence and document their continuous professional development. The folders also include practical guidance and information on procedures to help staff to understand and fulfil their day-to-day responsibilities. The management uses an effective self-evaluation process to identify the strengths of the provision as well as the areas for development. The nursery conducts yearly evaluations using parent questionnaires. Well-focused improvement plans have been implemented by engaging with parents, staff and children to identify priorities. Staff have experience of working effectively with other early years providers, where children attend more than one setting. Parents feed back positively about the nursery. They comment that their children are progressing 'brilliantly' and that staff are effective in meeting their child's individual needs and requirements.

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	EY370604
Local authority	South Gloucestershire
Inspection number	815598
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	87
Name of provider	Bristol Child Care Limited
Date of previous inspection	01/12/2008
Telephone number	01179 692 503

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

