

Priory Lodge Day Care Nursery

Priory Lodge, Priory Road, Shrewsbury, Shropshire, SY1 1RU

Inspection date	18/03/2014
Previous inspection date	30/03/2011

The quality and standards of the early years provision	This inspection:	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

- The manager is generally successful in leading the staffing team. Teaching is sound as practitioners use clear communication, incorporating active listening, commentary, explanation and the use of open questions, to promote children's thinking, helping to develop their understanding of language and new concepts.
- Key persons establish warm and secure relationships with the children and as a result, they have a strong sense of security and belonging. They involve parents as partners in the setting; this relationship is based on regular, two-way communication to ensure children's individual needs are met well.
- Children's welfare and safety are protected because practitioners demonstrate a good knowledge of child protection procedures.

It is not yet good because

- Children who speak English as an additional language, are not given enough opportunities to use their home language during their play.
- The behaviour management procedures breach children's privacy and are not consistent with the behaviour management policy.
- Self-evaluation is not updated regularly enough, limiting the nursery's ability to develop a clear improvement plan that supports children's achievements over time.

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 activities in the ground floor and first floor playrooms and in the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision.
- 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 took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Full report

Information about the setting

Priory Lodge Day Care Nursery was registered in 2000 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from a listed building with five playrooms over three floors, close to the local Quarry Park and Shrewsbury Town Centre. Children have access to an enclosed outdoor play area. There is level access to the ground floor but no lift to the first or second floors. The nursery serves the immediate locality and the surrounding areas.

The nursery opens five days a week from 7.45am until 6pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 49 children on roll, of whom 39 children are 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 for whom English is an additional language.

There are currently six staff working directly with the children. Of these, the owner, who is also the manager, holds a Foundation Degree in Early Years, one staff member holds Qualified Teacher Status, two hold appropriate early years qualifications at level 3, one holds an appropriate early years qualifications at level 2 and one is studying for a qualification at level 2 as part of an apprenticeship. The nursery receives support from the local authority. The nursery is a member of the National Day Nurseries Association, which provides nursery support, information and advice.

What the setting needs to do to improve further

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

- increase opportunities for all children whose home language is not English to develop and use their home language in their play and learning, in order to fully support their communication needs and aid their developing use of English
- clearly outline the strategies used to manage children's behaviour in the behaviour management policy and procedures, to ensure that children's behaviour is consistently managed in an effective way
- ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

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

- regularly update self-evaluation by effectively identifying strengths and weaknesses and developing a clear improvement plan that supports children's achievements over time.

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

The manager's Foundation Degree in Early Years has given her 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 that encompass the seven areas of learning, which are delivered through regular, changing themes linked to children's interests. 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 at age two years, is completed for all children at the appropriate time, in order to identify their strengths and identify any areas that may need additional support. Children benefit as practitioners provide a generally rich language curriculum, using commentary, listening to the children, asking numerous questions to extend their thinking and valuing their conversations and suggestions. Practitioners promote children's learning by modelling skills and behaviour, offering choice, promoting independence, following the child's interests and their motivation for learning and giving targeted praise. Children are making steady progress towards the early learning goals. Parents' comments support this as they say 'my child has definitely made progress in his speech development and counting skills because of being at nursery'. Children are given time, space and sufficient resources to choose from, enabling them to learn through play. They participate in a balance of adult-guided and child-initiated activities to extend

their learning. For example, a practitioner introduces a 'music and movement' session outside, she uses a mouth organ and the children sing nursery rhymes of their choice, dancing to the music. When the music stops playing, children are encouraged to keep still. This helps children to develop their listening skills and focus on how sound and movement develop from feelings, promoting expressive arts and design. The practitioner sings nursery rhymes to the children giving eye contact and smiles. She models the movements that echoes the meaning of the words, promoting the children's language and communication skills. She introduces animal sounds and children cluck like a hen. These animal sounds are easy for children to make and a powerful way to help a young child start talking.

Children have brought in photographs of their pets to discuss in their key group. The practitioner encourages each child to discuss their pet in turn, encouraging children to express themselves and to listen to others. She uses plenty of questions to extend children's thinking, such as, 'What is that around his neck? If you let go of the lead what might happen?' The practitioner uses clear commentary throughout the activity and ensures this is a rich language focussed activity, supporting children's next steps in learning, such as developing their expressive language and weaves in mathematics as she models counting. Children learn about letter of the week when the practitioner models oral blending and they copy her, for example, saying 'v for vet', developing their literacy skills. Children have the opportunity to make marks outside as there is a large blackboard with chalk for them to use, promoting literacy. As a result, children demonstrate the characteristics of effective learning for a considerable length of time. All of this promotes children's school readiness. However, children who speak other languages at home are not as well supported because they do not have opportunities to use and develop their home language in their play, in order to fully support their communication skills and their developing use of English.

Children experience 'open-ended' resources and benefit from activities, which have no adult-defined learning objective. For example they play with water, bubbles and plastic goldfish, which are linked to their theme 'pets'. This provides opportunities for children to experiment with mathematical and scientific concepts, strengthen their physical skills, advance their social and emotional skills and enhance language development. Children are provided with plenty of stimulus for imagination. For example, children participate in the veterinary surgery role play, which is linked to their theme. They use stethoscopes, calculators, pretend syringes and real old telephones. This promotes development of fine motor skills, problem solving, imagination and language skills, social skills and cooperative play. Children can freely access a wide range of musical instruments, such as, drums, shakers, maracas and egg shakers exploring the different sounds of instruments promoting expressive arts and design. Children's knowledge is developed further by watching DVD's relating to their current themes. For example, this term, they are watching programmes on veterinary surgeries and puppies. Sometimes, children choose to watch a DVD late in the day, where they can rest quietly if they need to. The younger children have a variety of toys and resources to stimulate their senses, such as a mirror displayed on the wall at child-height, treasure baskets and feely bags with coffee beans, cotton wool or marbles inside, promoting sensory experiences, enabling children to explore texture, smells, colour and shape. There is a book area with draped netting, with cushions providing a secure cosy area to relax in.

Children's prior skills are established with parents on admission to the nursery, when parents complete an entry record, including their child's development in the seven areas of learning. This, along with verbal discussion and observation, helps to identify where children are in their development pathway. The nursery regularly shares the children's assessment folders with parents. This, along with daily discussions and the daily information sheets, helps to keep them informed of their child's progress and the sort of things their child is doing and how they can support their child at home. Practitioners are kept well informed of the learning and experiences, which the children participate in at home. For example, the bear and the 'teddy bear adventure book', goes home with a child and the family write or add photographs in the adventure book of the things they have done with the teddy. Additionally, a 'What I do at home' form is sent home termly for parents to complete.

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. Parents' comments support this as they say, 'my child adores the key person'. Practitioners recognise the importance of children feeling secure and having a sense of belonging in the nursery. To promote this, parents provide photographs of themselves with their children to display on the wall. Children appear confident in their communications with practitioners and the inspector. The nursery has suitable procedures for emotionally preparing children for their move into nursery. For example, the nursery encourages the child and parent or carer to visit the setting to meet their key person and have a look around ahead of the planned start date and to discuss the settling-in procedure. Parents can attend as many sessions as they like with their child. When they feel comfortable, children attend without their parents for short visits, gradually extending the length of time, helping them become slowly accustomed to the group. Children are emotionally prepared for moving rooms within the nursery, as some key persons move with the children, providing them with continuity of care. There are also procedures for emotionally preparing children to move onto school. For example, teachers from the local primary schools are invited to attend the nursery to talk to the children. Wherever possible, the key person and their children visit their new school together, helping them to familiarise themselves with the school environment and routine.

The environment is homely, well organised with activity stations, containing stimulating accessible resources, providing children with choices in their play. Practitioners strongly promote outdoor learning and children choose to play outside for long periods of the day, even in the rain and learn the benefits of physical exercise. The older children have planned twice weekly 'outside classroom', where they spend the whole morning outside, experiencing all seven areas of learning. Children have the opportunity to learn to experience challenge and manage risks for themselves when they lift, manoeuvre and climb over car tyres and bottle crates and use the climbing apparatus in the local park. They use the tricycles, channelling children's need for continuous legwork and body coordination. Older children are encouraged to be independent in preparing for outdoor

play and they attempt to put on their own coats and outdoor footwear.

Practitioners use commentary as they describe the process as children wash and dry their hands. Children's good health is promoted through the lunch menu, which operates on a four week rota and is nutritious and home-made. Children enjoy meals, such as home-made vegetable casserole with water or milk to drink. Snacks provided for the children are nutritious and consists of fresh fruit with milk to drink to encourage them to make healthy choices. Older children are encouraged to be independent wherever possible; they attempt to pour their own drinks and use a knife and fork. Practitioners are at hand to offer support if necessary and praise children's efforts. They sit with the children at mealtimes and discuss their likes and dislikes, which helps them to learn about healthy food and drink. Children's routines are organised, so that they can sleep when they need to while allowing other children to experience all areas of the curriculum.

Practitioners are suitable role models who put the children's needs and interests first. They 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, 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. However, the nursery's use of the 'traffic light' system for recording behaviour, is not consistent with the behaviour management policy and breaches children's rights to privacy, as others can clearly see those children who may be displaying unwanted behaviour. There is a sufficient range of resources in the setting that reflect positive images of ethnicity or disabilities. All of this encourages children to respect and value different cultures and lifestyles.

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

The nursery manager has a reasonable understanding of policy and practice in early years and has the necessary 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. The inspection was prioritised following concerns being raised about the provider's ability to meet the learning and development, behaviour management, information and record requirements of the Statutory framework for the Early Years Foundation Stage in the nursery. The inspection found that the nursery's behaviour management policy is not effective as it does not reflect the procedures that practitioners use to manage children's behaviour. This is also a breach of the compulsory and voluntary part of the Childcare Register. The provider has failed to ensure that practitioners understand the need to protect the privacy of the children in their care, consequently, confidentiality is not always assured around behaviour management issues. Additionally, some children are less well supported than others because arrangements for assessment and the support for children who speak languages other than English at home, are not sufficiently robust. 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 from abuse or neglect. 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 generally clear understanding of the learning and development requirements and how children progress and this is cascaded to the staffing team. As a result, children make suitable progress in their learning. The nursery 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 generally appropriate. A self-evaluation system has been implemented with input from practitioners and parents' views and comments have been sought via a parent questionnaire, which contribute to the process. Strengths and some weaknesses have been identified. However, there is no clear improvement plan, as the self-evaluation process is not accurate or undertaken often enough, which means that children's progress is not supported over time. The nursery also takes advantage of the local authority training programme to ensure continued professional development is encouraged.

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's notice boards provide a wealth of information for parents. The nursery newsletter includes a wealth of information, such as information relating to the current theme and articles about recent activities in the nursery. The nursery's policies are available in the foyer for parents to view. As a result, they are kept informed about how the nursery operates. The nursery has developed links with other professionals, such as, social care, the speech and language therapists, occupational therapists and the local school, to help ensure children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	224170
Local authority	Shropshire
Inspection number	959952
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	49
Name of provider	Julie Amanda Parry
Date of previous inspection	30/03/2011
Telephone number	01743 340042

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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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