

# Priory Day Nursery

The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW

<b>Inspection date</b>	03/04/2014
Previous inspection date	27/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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

- The staff have a good understanding of the safeguarding and welfare requirements, with robust policies and procedures in place. Therefore, children are safe and secure within the nursery.
- Children are motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff.
- The management is highly effective in monitoring the provision and identifies and values the strengths in the staff. As a result, staff are motivated and keen to move forward in their professional development to benefit the children.
- Children make good progress in their learning and development because staff challenge them through skilful questioning and provide a range of stimulating equipment that follow their interests.

### It is not yet outstanding because

- Partnerships with parents are not fully robust to ensure that all parents are fully involved in their children's learning and development.

## 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 baby room, the toddler room, preschool room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery management team.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Karen Harris

## Full report

### Information about the setting

Priory Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Great Yarmouth Community Trust and is part of an original Sure Start Programme which has designated Children's Centre status. A board of trustees oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall Chief Executive who is supported by a management team which includes the assistant director of childcare and children's centre managers. The centre comprises of a day nursery which serves the local area and is accessible to all children. It operates from a purposely converted building in the centre of Great Yarmouth and there is an enclosed area available for outdoor play. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, including three with Early Years Professional Status. Two members of staff are currently studying for a qualification at level 5. Further staff are available to cover for holidays and sickness. The nursery opens Monday to Friday from 8.30am until 5.30pm all year round, with the exception of bank holidays, the period between Christmas and New Year and three training days. Children attend for a variety of sessions. The nursery children are grouped by age into four playrooms. There are currently 99 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- strengthen further the communication links with parents, for example, by encouraging and enabling them to support children's continuity of children's learning.

### Inspection judgements

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

The quality of teaching in the nursery is consistently good with some aspects of outstanding practice. Children are very well supported to make the best progress in their learning and development given their starting points. For example, children of all ages enjoy singing sessions that are very well led by animated and enthusiastic staff. As a result, children show high levels of engagement during the activities. During circle-time, older children use sticks to beat in time to their favourite songs and even the youngest babies enjoy banging on a drum and happily pass it on to their peers at the appropriate

time. Staff provide an enabling environment which encourages children's creativity and independence. For example, bread crates are available in the outdoor area for children to construct objects. Staff use open-ended questions to help extend children's thinking and learning, such as, 'How can we make a train?' The children make suggestions and collect the resources they will need. Once complete, staff question the children by asking 'Where are you going on the train?' As a result, children are engaged in their play and demonstrate the characteristics of effective learners. Staff provide children with opportunities to practise their early writing skills including providing sticky notes in the outdoor area. This encourages children to freely use pencils and crayons and experiment with making marks as they make tickets for their train journey. Staff support children well by their encouragement and give positive praise when children draw clearly identifiable letters. Examples, of meaningful text are evident in all the rooms and the outdoor learning environment and children of all ages have a good variety of books available.

Younger children play happily alongside other children and are beginning to initiate interactions with others. They confidently explore the environment, checking in regularly with familiar staff. Older children establish friendship groups. Each of the playrooms are set up well to promote all areas of learning and children have freedom of movement between indoors and the garden. Talking is a consistently strong aspect of the nursery. All staff talk regularly with children in effective ways, including babies and toddlers. Staff listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. They sensitively respond, modelling the correct pronunciation of words. As a result, all children, including those learning English as an additional language, successfully develop their spoken language. Children have opportunities to count in every day play situations and through songs and rhymes. Staff count with younger children as they make balls out of play dough and older children confidently predict 'how many' when singing number rhymes, holding up their fingers to represent the number. Staff know their key children well and talk confidently about their stages of development. They have a clear knowledge and understanding of children's individual learning needs and use this information to inform planning for a broad range of activities. Staff are effectively supported by a member of staff with Early Years Professional Status to ensure that children's individual needs are consistently being met. Specific areas of learning, such as, turn taking and learning sounds and numbers are planned in key focus groups for the older children. As a result, children make good progress in all areas of learning and in readiness for school.

The nursery is part of the 'Every Child A Talker Talk About' initiative and staff have benefitted from lots of training in relation to how to support children's communication and language development. This has had a positive impact on the children in the setting. As a result, many children have made significant progress in their speech and language development and this is a key strength of the nursery. There are good arrangements in place for carrying out the progress check when children are two years of age. Staff engage parents in this process and provide them with a written summary. This ensures that children's needs are quickly identified and consistently managed, to secure appropriate support for children with special educational needs and/or disabilities. Each child has a celebration folder in the setting that contains observations with photographs that are clearly linked to the areas of learning and identify children's next steps. Children add favourite pieces of their art work and regularly look through their files, taking pride in

their achievements. However, there is scope to involve parents more in their child's learning and development by encouraging them to share more of their child's experiences at home.

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

Children feel safe and secure in their relationships with staff because transitions are managed well. Flexible taster sessions ensure that new children settle into the nursery. Staff work well with parents to find out about their abilities and normal daily routines and ensure that these are reflected within the daily practice. For example, babies' sleep and feed times closely mirror those at home. An appropriate key person system is in place in the nursery and children are well supported as they move from one room to the next. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. When the key person is not available, there are good arrangements in place to provide children with an alternative named person. As a result, children's good levels of well-being are consistently maintained. Staff are caring and responsive to children's needs and the thoughtfully planned playrooms create enabling environments for all ages of children. Children benefit from a wide range of play materials, to support their learning and development and toys are stored well, to enable children to select and carry out self-chosen activities. This promotes their independence and children are confident as they move around the nursery busily following their own interests. Positive partnerships are established with the local primary schools to support children's transitions to school. As a result, children are well prepared for the next stage in their learning and are supported well as they get ready for their transition into school.

Photographs of the children at home with their families and playing in the nursery are attractively used for displays in the rooms and corridors. This promotes a very good sense of belonging for the children as they enjoy looking at the pictures and talking about them. Children's work is displayed around the nursery which further promotes their self-esteem as staff value what they can do. Their behaviour is good because effective behaviour management strategies are applied consistently throughout the nursery. For example, staff reinforce using 'kind hands and feet' and looking after the equipment. They have high expectations of the children and praise them well in their achievements. Consistent boundaries are in place to help children know what is expected of them and photographs help to illustrate the 'golden rules'. Children are encouraged to share and take turns with popular resources and are helped to play harmoniously together. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide nutritious snacks and meals, which include fruit and vegetables and children's individual dietary requirements are well met. Children are encouraged to manage their personal needs and older children can use the toilets with minimal support. Nappy changing routines for younger children are managed well. Children know and use good day to day hygiene habits, such as hand washing. Established routines are in place, helping children learn to keep themselves safe. For

example, they regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency. Children are actively encouraged to take safe risks in the setting. For example, older children can access scissors in the mark making and creative areas of the playroom. Children are instructed how to use them safely and are supervised at all times. This helps to ensure children have a firm base from which to build their growing independence and confidence. Children skilfully ride bikes avoiding obstacles and enjoy using plastic tools in the mud kitchen. Staff role model how to use these correctly, to ensure safety and supervise children at all times. As a result, children develop good skills for the future.

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

The inspection was prioritised following concerns being raised about the provider's ability to keep children safe while using tools and equipment. The inspection found that the management and staff are committed to providing a good quality of care, learning and development for all children. They have a very good understanding of the requirements of the Early Years Foundation Stage, to ensure that they are working within the framework and meeting their legal duties. Thorough risk assessments and comprehensive daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe for the children attending. Staff provide equipment that is purposeful and developmentally appropriate and have a high level of awareness in supervising children using tools such as scissors. Good adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. As a result, the areas and equipment used by children are safe and suitable and staff take all reasonable steps to ensure that children are cared for in a safe environment. Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Staff recruitment is robust and effective induction procedures ensure that all those working with the children, are suitable to do so. A comprehensive organisation of policies and procedures further enable staff to effectively promote children's safety and welfare.

Staff are led by a management team that is committed to continuous improvement. Robust procedures are in place to self-evaluate the setting, in order to achieve high standards of care and education. For example, management monitor the educational programmes to ensure that they are broad and balanced and reflect individual children's specific learning needs. Regular team meetings support staff effectively to reflect on their practice and the impact it has on children. The quality of teaching is monitored effectively, however, there are further plans to consolidate the use of peer on peer observations and introduce other methods of self-analysis for staff. This will help strengthen the quality of teaching further so that children are able to consistently achieve the highest levels in all areas of their learning.

The management team monitors staff performance through supervision meetings and appraisals and are fully supportive in encouraging staff to develop their practice. Staff are

enthusiastic about attending training for their own professional development. They regularly attend relevant short courses and workshops to increase their skills and knowledge and ensure that their childcare practices are meeting the needs of children. As a consequence, staff are very well trained and qualified to meet children's needs. Excellent use is made of the space and resources available. For example, the large summerhouse in the garden is utilised by all the children every day. This provides a unique space for the children to take part in singing activities or stay and play sessions with their parents and carers. The management is proactive in securing a wide range of funding opportunities for new experiences and equipment for the children. For example, the setting has recently secured funding for sensory equipment and a dedicated sensory room is in the process of being developed. Staff have also accessed sensory training to ensure that the children get the best possible use out of the equipment.

Partnerships with parents are encouraged by the setting. For example, nursery staff have started to run 'story cafes' to encourage parents to read with their children. These are well attended and as a result, some parents are engaging in their children's learning in the nursery and at home. However, there is scope to further enhance relationships with all parents to share information about their children's learning so that children make the best progress they can in their learning and development. A system of questionnaires and discussions are used to gather the views of parents and children. These are evaluated and used to support the continual improvements in the setting. On the day of the inspection, feedback from parents was rather mixed. However, in the main the setting works well with parents and carers. Most are satisfied with the service provided commenting that their children enjoy attending and are happy at the nursery. Partnership with external agencies and other professionals is a key strength. For example, staff have regular contact with the health visiting service and are currently part of a pilot integrated review for two year olds health checks. As a result, any gaps in children's development are identified quickly and appropriate interventions are secured to ensure additional support for children with special educational needs and/or disabilities. This helps to ensure that children make the best progress they can in their learning and development. Staff are very responsive to the needs of children with English as an additional language. They utilise a member of the Children's Centre staff who is a native speaker, to translate for parents and children where necessary. Staff have developed knowledge and resources to support children from a range of other cultures and are responsive to the cultural and religious needs of the children. Displays for parents promote diversity, for example, menus for the week are attractively presented in a wide range of languages.

### **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

<b>Unique reference number</b>	EY275636
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	966627
<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>	42
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Great Yarmouth Community Trust
<b>Date of previous inspection</b>	27/02/2012
<b>Telephone number</b>	01493 842424

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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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