

Primley Park Children's Nursery (Moortown)

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

Inspection date	20/08/2014
Previous inspection date	26/11/2013

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

- All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of child protection and safeguarding procedures. They implement a comprehensive safeguarding policy that underpins practice.
- The quality of teaching is good and some staff demonstrate outstanding practice in their interactions with children. Staff use skilful questioning and take time to listen to children supporting their communication and language development.
- Children are happy and enjoy a stimulating environment where they are eager to play and make friends. The key-person system is effective and enables children to form emotional bonds and develop a strong sense of belonging.
- Staff value the good partnerships in place with parents and external agencies. They welcome their support and input into children's learning. Daily discussions and regular parents' evenings ensure that there is a joint approach to sharing information, which supports children's good progress.

It is not yet outstanding because

- Staff supervision is not always sharply focused on further improving the already good quality of teaching to an outstanding level, in order to raise children's attainment to the highest level.

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 indoor and outside learning environment.
- The inspector held meetings with the managers and the owner of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector conducted a joint observation with one of the managers.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Amanda Forrest

Full report

Information about the setting

Primley Park Children's Nursery (Moortown) was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings privately owned and managed by Primley Park Children's Nurseries Ltd. The setting operates from detached premises in the Moortown area of Leeds. There is an enclosed area available for outdoor play. The setting employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, all year round. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 85 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children with English as an additional language.

What the setting needs to do to improve further

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

- build on the existing systems of performance management, for example, by fully embedding peer observations and ensuring that targets raised for staff are sharply focused and lead to an astute programme of professional development to further improve staff's already good teaching skills, so that children make progress to the highest level.

Inspection judgements

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

The quality of teaching is good and some elements, particularly provided by experienced staff members, who understand how to extend children's thinking, are outstanding. This is because staff know how to engage with the children and foster high levels of motivation and challenge through their enthusiasm. Staff have a very good knowledge and understanding of the learning and development requirements in the Early Years Foundation Stage. They use this knowledge effectively to provide children with an exciting and stimulating environment, which they access independently. Effective systems to monitor children's learning and development are in place. Staff carry out regular observations of the children as they engage in adult-led and child-initiated activities. Information is sought from parents about their children on entry and used to plan activities of interest. An 'All about me' form is used and parents are regularly asked to inform staff about changes, so they are kept up to date. Children's records are detailed and staff ensure that observations are linked to the areas of learning in the Early Years Foundation Stage and clearly identify their next steps in their future learning. The management team are effective role models and they continually model good practice and

support the team in providing good quality, consistent learning opportunities for all the children. Staff understand how to complete the progress check for children aged between two and three years. They involve parents and wider professionals in this process to ensure that children are well supported in their development. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning and close links with outside agencies further support their development.

Children thoroughly enjoy opportunities to initiate their own play and follow their interests and do this with confidence and enthusiasm. They enjoy making up their own games during role play and by dressing-up, such as pretending to go to a party. As a result, children are engaged and active learners. Children are confident in their explorations and they show great delight during messy play activities, where they use their senses to explore new textures. For example, children happily mix cakes for their friends and then they explore flour, discussing how fine and light it is as they fill and pour using a variety of containers. Children have daily opportunities for fresh air and exercise in the attractive outdoor area and they have first-hand experiences of the weather and seasons. Children like to spend time in the garden. For example, children are involved in creating obstacle courses, planting and growing activities, painting, writing and using the climbing equipment. Staff enable children to develop their physical skills, both indoors and outside. For example, they encourage them to practise their walking, jumping and hopping skills, as they move backwards and forwards. Recent improvements outside has allowed staff to continue to enhance the outdoor area to provide further opportunities for children to explore the natural world. For example, they are in the process of developing a sensory garden, recognising the value of allowing children to explore using all their senses by investigating plants to smell and touch. Children's understanding of the world is well supported as they learn about a wider society and a range of festivals and celebrations throughout the year, such as birthdays, Christmas and the Chinese New Year. Children's literacy skills are fostered effectively, they listen intently to stories and independently look at books in cosy book areas in all rooms of the nursery. Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. The nursery supports children with English as an additional language because staff work well with parents to gather information and find out how they can support their child at the nursery. For example, they ask children's parents to teach them important words from their child's home language and use them with the child to help them to develop their understanding. Staff model language well, speaking clearly and repeating words to support children in their language development. They have also introduced Makaton signing to the children in the younger rooms to support developing speakers. Staff actively promote this during singing and rhyme sessions and children respond very positively. Children enjoy making marks using a range of media, such as sand, paint and chalks, to develop their early writing skills. For example, children experiment with large brushes and sheets of wallpaper as they paint their legs and feet, then walk up and down the paper. Staff extend this experience by asking lots of open-ended questions and allowing children the time to think about their responses. Children play with a wide range of construction equipment, they build and discuss colour and develop an understating of positional language, such as next to, behind and in front. They are further supported in the mathematical development with the support of well-resourced number equipment, numbers and colours are displayed throughout the nursery. Staff use

these as an integral part of daily routine to support children's number skills.

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

Staff know the children and their families well and effectively support each child's personal, social and emotional needs. They develop secure emotional attachments, which enables children to leave their parents confidently as they enter the nursery. The key-person system is well embedded in the nursery. Informative displays show parents who their child's key person is and this ensures that they know who to speak to if they have any concerns about their child. Effective support continues as children move to the next room due to well-organised transitions. The new key person receives an up-to-date summary of the child's interests and stage of learning from the previous key person, to support continuity of care and emotional well-being. Similarly, children are emotionally well prepared by staff to move onto school. Staff invite teachers to visit the nursery and request visits to the schools to which children are moving, in order to support them in readiness for starting school.

Staff organise space and resources to create a stimulating environment in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys from low-level shelves and to drinks of water when they are thirsty. Children become confident in their ability to do things for themselves and develop high levels of self-esteem. They serve themselves salad and garlic bread to accompany their lunch and pour their own water from a jug. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. The nursery cook works closely with the nursery to ensure meals are nutritious. Mealtimes are a highly social occasion for the children. Staff ensure meals are ready, so children do not have to sit and wait for prolonged periods of time. Younger children are supported to feed themselves at lunchtime, while staff sensitively support them with calm discussions and by singing songs. Pre-school children lay the table and have individual placemats to support their name recognition and to clearly list any allergies or preferences. Staff are fully aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children know why they need to wash their hands and do this after coughing and sneezing. They gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings to learn about the world. Children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Older children rapidly improve in physical ability and confidence as they use a range of outdoor equipment, such as balancing and climbing. They successfully extend their physical capabilities and their understanding of assessing and managing risk safely as they manoeuvre obstacles with bicycles and scooters and engage in exciting role play as they move around the garden. Children have regular access to the outdoors and enjoy being outside. This helps to promote children's physical well-being and their understanding

of the importance of being active. Children confidently approach visitors and involve them in their play, which demonstrates that they feel safe and self-assured. Staff use stories and photographs to help young children to learn about a range of different emotions. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing them with a strong sense of belonging. Children are supported to understand keeping themselves safe through discussions about fire and road safety. Staff's calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour to their friends. They learn to care for and consider the needs of others through raising money for local charitable events.

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

Leadership and management in the nursery are good. The management team have implemented effective policies and procedures to support staff as they all work together to ensure that children remain as safe as possible while attending nursery. Staff are well aware of child-protection procedures and demonstrate a clear knowledge and understanding of how to report concerns about children in their care. Risk assessments are thorough and completed daily and reviewed regularly. The premises are safe and good security systems are in place to ensure that no unauthorised person enters the setting. For instance, the entrance doors are locked and visitors are escorted into the office where their identity and reason for visiting the nursery are checked. Visitors are signed in and out. Consequently, children are cared for in a safe environment. The management team demonstrate a good understanding of safe recruitment procedures; suitability checks are carried out on all staff to ensure that children are always cared for by suitable adults.

The management team have worked well since the last inspection to ensure that all previous actions raised have been effectively addressed and continue to be met. This demonstrates a good commitment to continuous improvement. Educational programmes are regularly monitored along with the tracking of children's progress each term. As a result, children benefit from a broad range of experiences that support their positive progress towards the early learning goals. The managers arrange supervision meetings with all the staff team to monitor the quality of teaching and learning. However, there is scope to further improve the system to ensure that more astute and sharply focused development points are raised to enhance staff's practice to an outstanding level, in order to raise children's attainment to the highest level. The nursery development plans are regularly reviewed and revised as targets are implemented and new ones take priority. At present, staff are all clearly focused on developing the outdoor space further, by planting a sensory garden and developing the access the children have by completing the building alterations. Staff and parents contribute to the self-evaluation of the nursery and their input is valued as part of decision making to influence changes. This ensures continuous improvements are made. All staff are knowledgeable about the learning and development requirements. They implement effective systems to observe, plan, assess and evaluate the provision. This ensures that children's individual needs and next steps are closely targeted. Staff hold appropriate childcare qualifications and access training to further enhance their

practice. Training is regularly cascaded to the whole staff team, so that everyone benefits from refreshed knowledge and skills.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the nursery and invited to share in their children's learning through a range of different opportunities, such as parents' evening, fun days and through daily exchanges of information. Parents make positive comments about the progress their children are making in their learning and development, as well as the setting's efforts to involve them in the continuous improvement of the outdoor and indoor environment. Therefore, parents feel valued and included in their children's learning. Communication is good and regular newsletters and informative displays ensure parents have a good overview of nursery life at any one time. Parents speak highly of the nursery. They feel that staff help their children to settle quickly, are very friendly and listen to what they have to say. The effective partnership between the nursery and the local primary schools ensures children are well prepared for moving onto school when the time comes. Staff fully understand the need to work in partnership with any other setting children attend and to work in partnership with specialised professionals to support children with special educational needs and/or disabilities. This ensures that all children receive continuity in their learning and make the best possible progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	510087
Local authority	Leeds
Inspection number	962688
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	85
Name of provider	Primley Park Childrens Nurseries Ltd
Date of previous inspection	26/11/2013
Telephone number	0113 2688221

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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