

# The Priory Day Nursery

The Priory Day Nursery Ltd, 18 Grange Close, MIDDLESBROUGH, Cleveland, TS6 7LD

<b>Inspection date</b>	02/09/2014
Previous inspection date	01/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 manager and her staff team fully understand their responsibility in protecting children from harm. An effective safeguarding policy is in place and all staff effectively implements procedures if they are concerned about a child's well-being.
- Staff make good use of both the indoor and outdoor environments to inspire and encourage children to explore and investigate exciting new things.
- Children are provided with very good opportunities to develop their early reading skills. A good range of books are provided, both indoors and outdoors, and children enjoy quiet times when they listen to stories read aloud by staff.
- Staff create a warm, welcoming environment where children settle and develop close relationships with their peers and adults working with them.
- Staff make good use of information gathered from parents on entry to the nursery to provide continuity in children's learning and development and emotional well-being.

### It is not yet outstanding because

- There are occasions when children have less opportunity to explore and follow their own interests because staff are very keen for them to learn and sometimes intervene too early in their play.
- Staff do not always maximise opportunities to enhance children's ability to put two or more words together in order for them to fully extend their expressive language skills.

## **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 had a tour of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the manager's action plans.
- The inspector observed teaching and learning activities in all nursery rooms, including the outdoor environment.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager and deputy manager.
- The inspector carried out a meeting with the provider, manager and deputy manager of the nursery and discussed a range of policies and procedures.

## **Inspector**

Nicola Jones

## Full report

### Information about the setting

The Priory Day Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large, self-contained, detached property in the Grangetown area of Cleveland and is managed by The Priory Daycare Group. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, including the manager who holds a level 6 qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery also provides wraparound care for children attending local primary schools. There are currently 61 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- strengthen teaching to maximise opportunities for children to engage actively in their learning by ensuring they have time and space to follow their own interests for extended periods of time
- enhance the already good practice in developing children's expressive language skills by expanding on what they say and using additional words when responding.

## Inspection judgements

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

Children are presented with a wide range of interesting and challenging activities at this bright and spacious nursery. Good use is made of both the indoor and outdoor environments to inspire and encourage children to explore and investigate exciting new things. Staff have good knowledge of how young children learn and develop. Consistent and accurate assessments are carried out and staff use information effectively to recognise children's progress, and to plan activities and support. This is successfully shared with all staff, especially those working with children aged three years and over. For example, a planning board shows how next steps in learning will be addressed for children in all areas of learning. This ensures all staff working with this group of children know how to maximise opportunities for them to make the best possible progress. Staff promote all children's successful learning and development well. Highly detailed learning journals are completed for children by each key person, including photographs and observations as evidence of learning. This is tracked over time to demonstrate progress. Learning journals show that all children are generally working comfortably within the typical range of

development expected for their age and are making good progress, based on their individual starting points. Parents have regular opportunities to share information about their children's progress with staff. They are able to view their child's learning journal on a daily basis and share examples of their child's learning at home through ongoing verbal discussion. This ensures a full picture of a child's development is obtained and strengths and weaknesses are effectively addressed.

The quality of teaching is consistently good. Staff support children well as they play alongside them, providing stimulating resources which are open ended so that they can be used, moved and combined in a variety of ways. For example, a wide range of equipment, such as, milk crates, large cardboard tubes and tyres are freely available in the outdoor environment. Children have great fun as they move them to suit the purposes of their play and enjoy the experience of using bottles to spray water onto them. Staff get down to children's eye level when talking to them. They sit alongside them as they play and use techniques, such as questioning and explanation to further children's communication and language skills. However, occasionally, staff do not fully maximise opportunities to enhance children's already good language skills further by expanding on what children say and adding additional words. Children are provided with very good opportunities to develop their early reading skills. A good range of books are provided, both indoors and outdoors, and children enjoy quiet times when they listen to stories read aloud by staff. Good use of open-ended questioning furthers children's understanding and enable them to make links between the story and events in their own lives. Staff make good use of activities, such as digging in the sand and large wooden trough area with soil to extend children's explorations and awareness of counting. Children count the number of spadeful it takes to fill their bucket and listen and watch carefully when staff say 'one, two, three' before they reveal a sandcastle. However, although staff encourage children to discover new things, such as digging for worms and finding sticks in the sand, sometimes there are fewer opportunities for children to have the time and space to explore their own ideas.

Staff prepare children well with the skills and knowledge they require for the next stage in their learning, including school, when the time comes. They ensure older children have time to talk about their experiences both in nursery and during the time they spend at home. This develops their ability to speak confidently in a familiar group, developing their self-confidence and self-awareness. Skills, such as sharing and taking turns are actively encouraged throughout all rooms of the nursery. Staff support the youngest children very well with this concept. For example, they praise them when they give small balls to each other when they roll them across the floor.

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

A well established, key-person system is in place, which helps children to form secure attachments and promotes their well-being and independence. Children are happy and enjoy what they are doing at nursery and like to cuddle into their key person throughout the day. A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development and emotional well-being. Staff supervise children very well and are deployed effectively throughout the day. They place high priority on children's safety and ensure the environment is cleared of hazards at all times.

As a result, children develop an awareness of safety and demonstrate this as they play. For example, when children move large cardboard tubes, they make sure they are clear of other children and adults before walking forward.

Children develop independence as they are able to find and return what they need. For example, children know how to get water for their watering cans when playing outdoors. Staff encourage children to manage their own hygiene and acknowledge and encourage their efforts to manage their personal needs. Staff support very young children and babies well. Nappy changing procedures are good and each child is changed, when required. This effectively promotes their physical well-being. A good supply of additional clothing is available in nursery. This means that children are changed, if necessary, throughout the day, if they become wet or dirty from active engagement in messy activities or following meal times. Children develop an understanding of a healthy diet as they are provided with balanced and nutritious meals, snacks and drinks. The nursery cook takes an active part in meal times. She talks to the children about the names of the fresh vegetables she has provided for their meal. Staff are skilled at recognising children's need for physical exercise. For example, they ensure daily opportunities are provided outdoors for children to be active and exuberant. Staff comfort children when they are tired and a calm and soothing environment is created when children need to rest. Music is played in the baby room throughout the day which creates a harmonious feel throughout the room. Staff provide very good role models for children by giving gentle reminders of expectations within the nursery. For example, they are reminded not to remove the cover from the fish tank and give children a suitable explanation as to why. Staff reinforce rules with older children throughout their play and talk about keeping areas of the environment tidy. As a result, children behave very well in the nursery and respond effectively to requests from staff.

Children are well supported when they first begin attending the nursery. Parents complete on-entry questionnaires and share good quality information, including family arrangements, children's interests, and learning and development information. This ensures continuity is provided and children's individual emotional and physical needs are well met. Children attend for short visits before their start date. This enables them to become familiar with their key person and other children in their group. Children are equally well supported when they move rooms within the nursery. They make visits with their key person and all information is shared between staff, maintaining continuity in care and learning for each child. Partnerships with the local school are good. Good opportunities are provided throughout the year to familiarise children with their new environment. For example, older children go on the nursery bus when others are taken to school.

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

The manager fully understands her responsibility in protecting children from harm. An effective safeguarding policy is in place and all staff are well versed in the implementation of this. For example, they are confident in reporting concerns to the manager, record any marks or injuries children may present with and accurately record accidents and incidents

immediately. The manager regularly attends safeguarding training and disseminates this effectively to the staff team. This keeps all staff up to date with current issues and ensures they are aware of any changes to procedures. The manager has developed strong links with the local authority and is fully aware of her responsibility to contact them, and Ofsted, if a significant event occurs in the nursery. Children are protected further as effective procedures are in place for the administration of medication. Permission is sought from parents and only named senior members of staff are able to administer medication to children. All staff have a good understanding of their role and responsibility in providing a safe environment for children. Good induction arrangements are in place, alongside effective supervision. This means staff are supported very well by the manager and her deputy. They are provided with regular opportunities to discuss their practice and the individual children they care for. As a result, the manager is aware of the high level of care provided by staff and all staff have a thorough understanding of their role as a key person for children. All staff working directly with children have had suitability checks carried out and the manager is in the process of renewing all checks to ensure they remain current and up to date.

The manager and her deputy maintain a good overview of the curriculum and monitor the educational programmes to ensure children are helped to make progress in all areas of learning. Collectively they have secure knowledge of the learning and development requirements and use this well to support the staff team. As a result, staff are enthusiastic and clearly enjoy working at the nursery. Planning and assessment systems are monitored effectively. This ensures consistent and accurate assessment information is gathered and effectively identifies strengths and weaknesses in children's learning and development. The manager and deputy spend time observing in all nursery rooms to gain first-hand knowledge about what is working well. They effectively address any issues raised. They carry out joint observations of practice to monitor the quality of teaching and ensure training needs are identified effectively. This further supports staff and provides coaching and training to meet their individual needs. The manager demonstrates a strong drive to improve the nursery. Detailed action plans, that support children's achievements over time are in place, taking into account the views of staff, children and parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments.

Partnerships with parents, local schools and the nearby children's centre are well-established and make a strong contribution to meeting children's needs. The entrance area provides good quality information for parents. This ensures they are kept fully up to date with key events and are effectively sign posted to external agencies and services, should they require additional help. Clear information is provided should parents need to make a complaint about the nursery. Robust procedures are in place to manage this information. For example, complaints are recorded effectively and the outcome of any investigation is shared with the complainant within the required timescale. The manager and her staff team have been proactive in their approach to sharing learning and development information when children attend local schools alongside nursery. This ensures a consistent approach is achieved and that activities in the nursery fully complement children's learning at school.

### **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. 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

<b>Unique reference number</b>	508306
<b>Local authority</b>	Redcar & Cleveland
<b>Inspection number</b>	987660
<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>	69
<b>Number of children on roll</b>	61
<b>Name of provider</b>	The Priory Day Nursery Limited
<b>Date of previous inspection</b>	01/12/2009
<b>Telephone number</b>	01642453779

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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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