

# Priory Street Nursery

15 Priory Street, Bishophill, York, North Yorkshire, YO1 6ET

<b>Inspection date</b>	27/11/2014
Previous inspection date	16/05/2011

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

- An effective key-person system helps children form secure attachments and develop positive relationships, which promotes their emotional well-being. Therefore, children are happy, settled and content within their surroundings.
- The nursery manager regularly works alongside her staff team. This allows her to observe and evaluate their performance, so that their good quality practice helps children to make continually good progress in their learning and development.
- Staff are fully aware of their safeguarding responsibilities to keep children safe. They know how to deal with child-protection concerns and maintain a safe environment through risk assessments and good supervision.
- Good partnerships with parents are established and effective strategies are in place to ensure they are involved in their children's development. Consequently, children are well supported in their learning at home and are well prepared for starting school.

### It is not yet outstanding because

- Opportunities for children to further develop their early reading skills are not fully explored in order to build further on children's good progress.
- Children's independence is not as well promoted during mealtimes as it is at other times during the day.

## 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.

## Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery room.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

## Inspector

Kerry Holder

## Full report

### Information about the setting

Priory Street Nursery was registered in 1992 and is managed by York Council Voluntary Service. It operates from the Priory Street Centre in York. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 8.30am until 5.30pmm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for in one room and have access to an enclosed outdoor play area. There are currently 24 children on roll, all of whom 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. There are currently seven staff working directly with the children, all of whom have an appropriate early years qualification at level 3 or above. The nursery receives support from the local authority and is registered on the Early Years Register.

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

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

- enhance children's early reading skills further by, for example, introducing stimulating pictures, words, symbols and signs that capture their interest and further develops their understanding that print carries meaning
- increase children's independence at meal times by, for example, allowing them to serve their own food and drinks and to clear away their plates afterwards.

### Inspection judgements

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

The quality of teaching is good as staff know children well and follow their individual needs and interests to plan across all seven areas of learning. Each area of learning and development is implemented through planned, purposeful play and through a mix of child-initiated and adult-led activity. Therefore, children are engaged and enthusiastic learners. Detailed learning journeys are created for each child, which show examples of their work, observations and photographs. This information is linked to the areas of learning and is tracked over time to demonstrate progress. This system ensures that any gaps in children's learning are identified and addressed quickly. Staff skilfully question children to encourage them to critically think, therefore developing their communication and language skills. For example, when children are completing a puzzle of shapes staff ask 'Can you tell me what this shape is?' and 'Do you know what colour the circle is?' The nursery has implemented the progress check for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development and feel that their views are valued by staff.

Children demonstrate high levels of confidence and security as they freely move around the environment and make choices about what they want to do. They have good opportunities to play and access a variety of resources. Children's early-writing skills develop well as they draw with pens and make marks in the sand using their fingers. Staff support children as they write their own names on pieces of paper. The staff then help to develop the children's fine manipulative skills and coordination as they provide them with scissors to cut their names out. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, staff encourage children to run around the garden as they pretend to be chased by dinosaurs. The understanding and use of technology is promoted well as children develop their mouse skills when playing games on the computer that further support their understanding of literacy, by linking letters and sounds. However, children are not as well supported to develop their early reading skills in their self-initiated play, as, for example, there are too few stimulating pictures, words, symbols and signs in the environment for them to refer to as they play and learn. Staff encourage children to use their imaginations, as they make suggestions when children play with the dolls during role play. This experience effectively promotes children's development in expressive arts and design. Children are praised when they do well and this helps to build their confidence and self-esteem. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Partnerships with parents are good. Staff value parents knowledge about their children and the information they provide. For example, parents complete an All about me form about their children and have regular discussions with staff during the settling-in process. This sharing of information ensures children settle well in the nursery. Parents receive daily feedback about their child's well-being and achievements and staff work closely with parents to ensure that their child's individual needs are sufficiently met.

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

Children are warmly welcomed into this bright and friendly nursery, where their individual learning and development needs are well met. The nursery has an effective key-person system in place, which ensures children form secure attachments and develop positive relationships. Detailed information is obtained from parents when children first start at the setting and then continually exchanged to enable the staff to effectively meet each child's needs. Children's own work and photographs are displayed around the nursery, to ensure they have a sense of belonging and feel self-assured. Children smile and laugh freely and they talk to the staff openly about their experiences. As a result, children are comfortable and content. Relationships with local schools are established, which effectively supports children for their next stage of learning and ensures they are emotionally prepared for change. Parents, spoken to at the time of inspection, comment that staff are very supportive and that they help them to feel involved.

The nursery is a well-resourced and welcoming environment, both inside and outdoors. Children's all-round development and emotional well-being is actively encouraged. Staff are carefully deployed to ensure that children remain in sight or hearing at all times and

cannot disappear into hidden spaces unseen. Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Children learn how to recognise dangers and manage risks because they are well supported by staff.

Children's behaviour and self-esteem is good. Staff sensitively remind children of behaviour expectations and, as a result, they know what is expected of them and interact appropriately with others. Staff model good manners, further supporting children's acquisition of communication and language skills by ensuring they use please and thank you at appropriate times. There are good hygiene practices in place and children are generally encouraged to be independent in their self-care. Children are provided with a wide variety of nutritious snacks and meals, which are carefully planned to ensure they benefit from a healthy, balanced diet. The children sit together in groups and talk with their peers, which teaches them how to behave in social situations. However, opportunities for children to further their independence, by serving themselves and helping to clear their plates at the end of their meals, are not encouraged. Therefore, children do not develop their independence and self-care skills to their maximum potential.

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

Staff fully understand their responsibilities with regards to child protection and are clear about what to do if they have a concern about a child. All staff have been vetted for their suitability to work with children. Robust recruitment and induction procedures further ensure the suitability of adults employed. Staff practices are efficiently monitored through supervisions and spontaneous discussions and this gives opportunities for the manager to quickly address any concerns and to provide appropriate support. The manager identifies professional development needs through monitoring and discussion. Staff are actively encouraged to attend training courses to further enhance their knowledge, skills and understanding. As a result, children are supported in their learning and emotional well-being. An effective range of written policies and procedures are implemented successfully to ensure the children are well protected. Children's safety is further promoted as written risk assessments are completed and checks are carried out to ensure the indoor and outdoor environments are secure. Staff supervise children effectively, helping to ensure their safety.

The staff team demonstrate a secure knowledge and understanding of the Early Years Foundation Stage. Consequently, staff support children's learning well through continuous play provision and purposeful interactions. The manager monitors the effectiveness of the delivery of the educational programmes. This leads to children making good progress, given their starting points. Self-evaluation is used effectively to identify areas for improvement. This includes, detailed action plans. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets for further improvement.

Staff have established good partnerships with parents to support the children in their learning and development. Parents are well-informed and are actively involved in the

nursery as they receive daily communication, regular newsletters and questionnaires to gain their views and opinions. There are attractive display boards throughout the nursery and parents have access to a good range of information within the entrance area. Parents are complimentary about the nursery and make comments, such as 'The nursery is a warm, friendly and happy place' and 'communication is very good'. The nursery works closely with the local authority and local primary schools, which makes a strong contribution to meeting the needs of the children.

## 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>	321471
<b>Local authority</b>	York
<b>Inspection number</b>	868694
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of provider</b>	York Council for Voluntary Service
<b>Date of previous inspection</b>	16/05/2011
<b>Telephone number</b>	01904 639968

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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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