

Priory Lodge Day Care Nursery

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

Inspection date	16/12/2014
Previous inspection date	18/03/2014

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

- The quality of teaching is good. Staff plan interesting and challenging activities to support all children to make good progress from their starting points, including those children who speak English as an additional language.
- Children learn the importance of healthy lifestyles. They go outside daily to get fresh air, they visit the local park, and they learn what food is good for them.
- All staff have a detailed understanding of how to keep children free from possible harm or neglect. They attend regular safeguarding training and understand the child-protection procedures.
- The nursery works well with a range of partners to support children's learning and development. Staff use resources supplied by partners and visit the town library regularly to support children's communication, and language and development.

It is not yet outstanding because

- Children in pre-school are not always supported to make independent decisions in their play because staff do not tell them about the available choices.

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 was given a tour of the premises by a senior staff member.
The inspector spoke with children and observed activities in the baby-and-toddler room and the pre-school room. The inspector also observed activities in the outdoor area.
- The inspector viewed a sample of relevant documentation, including learning records, policies and procedures, accident records and self-evaluation documents.
- The inspector spoke with staff throughout the day and held a meeting with the manager.
- The inspector carried out a joint observation with the manager to observe the quality of teaching in the pre-school room.
- The inspector checked evidence of the qualifications and suitability of all staff.

Inspector

Scott Oliver Thomas

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 four playrooms over two floors, close to the local Quarry Park and Shrewsbury Town Centre. Children have access to an enclosed outdoor play area. 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 one week at Christmas. Children attend for a variety of sessions. There are currently 49 children on roll, of whom 11 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 who speak English as an additional language. There are currently eight staff working directly with the children. Of these, the owner, who is also the manager, has a degree, one staff member holds Qualified Teacher Status, three hold appropriate early years qualifications at level 3, one holds an appropriate early years qualification 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.

What the setting needs to do to improve further

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

- enhance older children's independent choice of play and understanding of what will happen next in the routine.

Inspection judgements

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

The quality of teaching is good. Staff identify what older children are trying to achieve and support them to reach their identified goal. For example, children attempt to fix the ramp to the garage, staff discuss the difficulties they are encountering and what can be used to overcome these. Staff extend this further by offering solutions, such as sticky tape, which children use to attach the ramp to the garage. This supports children's willingness to have a go and persevere to achieve what they set out to do. Staff interact well with young children and support their communication and language through daily activities. For example, they explore books together on a one-to-one basis. They introduce new words as they label pictures and encourage children to make the sounds of animals, which they competently repeat back to staff. When they are unsure of the sounds of some animals staff give clues through actions, which allows children to remember the correct animals sound. The routines of the day are well balanced and provide children with a range of learning opportunities, including child-led play and adult-directed activities. However, in pre-school, children are not fully supported to make choices for themselves because they

are not made aware of the choices available to them. For example, prior to child-led play staff do not share information about what is available for children to play with. Children who speak English as an additional language are supported well through tailored teaching, in order to support their learning and development. Staff seek help from parents to enable them to communicate in children's home language. They liaise closely with parents to support each child and as a result, children make good progress in their learning and development.

Children are happy and content and are able to use a wide range of resources in the indoor environment, which allow them to develop across all areas of learning. Staff ensure that children can use role-play resources, such as dressing-up clothes as part of their normal routine. Children develop their physical skills as they use a variety of tools, such as rolling pins and cutters as they develop early hand-grasping skills. Children benefit from well thought-through arrangements for preparing to start school. They have opportunities to visit their new school in advance. They receive visits from the local teachers and staff share information about children's progress with them. Staff are knowledgeable about how children learn and plan interesting and challenging activities to meet their learning needs. They have an in-depth understanding of the Early Years Foundation Stage and use this knowledge to implement effective systems to observe and assess children's development. For example, staff use information gained from observation effectively. It helps them to understand children's level of achievement, interests and learning styles and they plan challenging experiences in all areas of learning. Staff are aware of the requirement for the progress check for children between the ages of two and three years. Staff gather information from parents on entry about each child's starting points and this is used as part of the assessment to show the individual progress children are making towards the early learning goals. It also enables staff to identify any gaps in children's learning and development and to plan for the next steps to ensure that all children make good progress. Parents are actively involved in their child's learning and are appropriately supported to guide their children's learning at home. For example, children are encouraged to take home Brownie Bear. Parents help children to record photographs and information about Brownie's adventures while he is staying with them. Overall, children are gaining the necessary skills to support their future learning.

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

The key-person system is well embedded in the nursery. Parents are notified of who their child's key person is through a display in the lobby area. Staff listen to what children have to say and respond accordingly. For example, children are confident to tell staff that they don't feel well. Staff respond warmly, giving comfort, reassurance and appropriate care. Children have formed secure attachments with all staff members and this results in children enjoying their time at the nursery. Children play well with each other and share toys and resources. They are confident to speak with visitors and are polite and well behaved. Staff deal with incidents of unwanted behaviour in a very caring and skilful manner. They give children clear boundaries by explaining what acceptable behaviour is. Staff are good role models and explain to children about keeping themselves safe. For example, they remind children to hold onto the banister whilst using the stairs, so they do not fall. Children are happy and confident in the nursery. Staff interact well with children

and treat them with kindness and respect. Consequently, all children happily separate from their parents and settle well. All staff have a good understanding of how important it is that children develop a secure sense of well-being. The nursery is welcoming for all children, parents and visitors. Staff talk to children about why visitors are present and involve them in their greetings. Children's emotional well-being is promoted well and as a result, children are emotionally prepared for the changes ahead, such as the move to school. Staff ensure that parents are provided with a detailed amount of relevant information. This includes details of key persons, planning and information about how to contact Ofsted. These arrangements help to secure a two-way flow of information between parents and the nursery, which actively contributes to ensuring children's care needs are well met.

Staff support children's growing independence at mealtimes. For example, older children lay the table, pour their own drinks and serve their own food. Children are offered milk or water at snack times and choose from a range of fruit, such as pears, and oranges. Staff are aware of children's individual dietary requirements and cater for them accordingly, adopting safe and inclusive practice. Children are encouraged to have regard for their personal hygiene, as they wash their hands before eating and after using the toilet. The outdoor area and facilities provide regular opportunities for children to spend time in the fresh air and to take physical exercise on a daily basis. This helps to promote a healthy lifestyle and keep children healthy. Children benefit from regular trips to the adjacent Quarry Park where they are able to use large equipment, such as climbing frames and to experience large, open spaces to develop skills, such as running.

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

Safeguarding policies are up to date and include all the required elements, including the safe use of mobile telephones and cameras in the nursery. Visitors are verbally reminded of this. Staff are aware of the signs and symptoms of abuse and neglect and the action to follow if they are concerned about a child's welfare. Management follow sound recruitment procedures. They check that new members of staff are suitable to work with children by obtaining references and carrying out suitability checks. Visitor identification is obtained and recorded in the visitors' book. Risk assessments are carried out and supplemented by safety checks on a daily basis; this ensures effective measures are in place to eliminate dangers. Actions and recommendations from the previous inspection have been fully addressed. For example, procedures are now in place 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. This shows management's commitment to improving the provision. Self-evaluation involves staff and parents and provides an overview of the provision's strengths and weaknesses. This means there is a clear overview of the provision, which enables managers to target improvement effectively and to improve outcomes for children.

Staff are qualified and experienced. They are fully secure and confident in their professional knowledge and understanding. The programme of professional development ensures that core skills, such as first aid and child protection, are kept up to date. In

addition, managers regularly observe staff practice in order to support staff to improve. Managers carefully monitor the quality of the educational programme, to ensure that children make consistently good progress in their learning and development. For example, they review planning and assessment arrangements regularly, and identify where individuals or groups of children are in danger of falling behind. Appropriate strategies are then put in place to ensure that emerging gaps in children's learning are quickly closed. Partnerships with parents are good. Parents receive lots of verbal and written information about their child's day, which means they are kept well informed. Parents' views are valued and are included as part of the evaluation process, so they can actively contribute to the improvement of the provision for their children. These strong partnerships mean that children's needs are well met. Effective partnership working with other agencies help to support children with special educational needs and/or disabilities. Staff understand the importance of seeking advice and support from specialists, in order to ensure that children make the best possible progress and are well prepared for their future learning, including school.

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	224170
Local authority	Shropshire
Inspection number	973196
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	18/03/2014
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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