

Primrose Hill Nursery

Primrose Hill C of E Primary Academy School, School Crescent, LYDNEY,
Gloucestershire, GL15 5TA



Inspection date	19 January 2015
Previous inspection date	30 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are happy and confident, as staff have a good understanding of their individual care needs, helping children build secure emotional attachments.
- Staff know the children well and regularly assess and plan, activities and experiences for their individual learning. As a result, all children, including those whose home language is not English and those who have additional needs, make good progress in all areas of their learning and development.
- Staff promote children's mathematical and language development well in activities and through daily routines.
- Staff have strong partnerships with parents, who are encouraged to get actively involved in the nursery and share their child's achievements at home.
- Leadership and management have a clear drive for the ongoing development of the nursery by effectively identifying aspects for improvement. They ensure staff update their skills and knowledge through regular training to promote outcomes for children.
- Leadership and management monitor the educational programmes to ensure they cover all areas of learning. Consequently, they identify any gaps in learning for individuals and groups of children and address this through targeted support.

It is not yet outstanding because:

- Staff miss some opportunities to promote activities for children to help them develop early writing skills in order to prepare them for the next stage of learning.
- Staff do not always make full use of the daily routines to help children enhance their independence and self-care skills.

What the setting needs to do to improve further

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

- provide a wider range of mark-making activities and resources to help children develop their early writing skills in order to help prepare them for the next stage of their learning
- enhance the daily routines to build children's self-care and physical skills to extend their independence.

Inspection activities

- Leadership and management discussions took place with the deputy manager at appropriate times during the inspection.
- The inspector observed activities and staff interactions with children in the classroom and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records, and checked the suitability of staff and committee member.
- The inspector took account of the views of children, staff, committee members and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the deputy manager of the nursery.

Inspector

Dominique Bird

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children benefit from a broad range of activities that staff plan carefully to stimulate children's interests. Individual staff take responsibility for the learning and development of groups of children. Staff learn about children's starting points through talking to parents and completing a form about their development when they first start. Staff carry out observations and assessments to identify children's progress and their next steps in learning. Staff encourage parents to share their observations and current interests from home to inform planning of activities. Children enjoy playing with melting ice as staff skilfully support them by extending their vocabulary and encouraging them to explore the concept of change. Staff encourage younger children's to learn through their senses by touching textures during story time. They extend learning through action songs linked to story. However, at times, staff do not consistently encourage children to attempt to make their own marks or write their own name on their artwork.

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

Children settle very well and develop strong bonds with their allocated adult. Staff promote gradual settling-in procedures, which help children and parents develop confidence when separating from one another. Staff plan children's transfers into school well and as a result, this helps to smooth the move. Children are confident and they behave well. Staff encourage them to be independent, for example, dressing themselves for physical education sessions. However, staff miss opportunities to promote children's self-care and physical skills, such as pouring their drinks and preparing their snacks, which children could do for themselves. Staff promote good hygiene practices; children wash their hands before meals. Staff are good role models for children as they clean areas to keep them fresh and tidy. Staff promote regular exercise and fresh air to help children be healthy. Children enjoy regular time outside in a range of areas including, a woodland area.

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

The leadership team has a good understanding of their role and responsibility to meet the requirements of the Early Years Foundation Stage. They take positive steps to safeguard children and have a good overview and knowledge of the educational programmes. Staff implement risk assessments, and fire drills take place regularly to promote children's safety. The systems for recruitment are effective. This means that children receive care from staff that undergo appropriate checks and who are aware of the nursery's policies and procedures, including safeguarding. Ongoing staff meetings and supervisions identify staff's strengths and weaknesses and inform the self-evaluation. Parents confirm that they are very pleased with the nursery and of how well their children have developed since attending.

Setting details

Unique reference number	101721
Local authority	Gloucestershire
Inspection number	845834
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	27
Number of children on roll	53
Name of provider	Primrose Hill Under Fives Playgroup Committee
Date of previous inspection	30 June 2009
Telephone number	01594 844450

Primrose Hill Nursery registered in 2001. It is a committee run nursery and serves the catchment area near Lydney, Gloucestershire. It is situated in a purpose-built nursery classroom with immediate access to an outdoor area on the site of Primrose Hill School. The nursery is open each weekday from 8.55am to 3.10pm during school term time. The nursery is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs nine staff to work directly with the children, five hold relevant qualifications at level 4 and four hold relevant qualifications at level 3.

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