

# Priory Day Nursery

The Priory Centre, Priory Gardens, Great Yarmouth, Norfolk, NR30 1NW



<b>Inspection date</b>	30 May 2017
Previous inspection date	3 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are inquisitive to explore, experiment and learn. Older children listen to each other, are able to follow complex instructions and develop confidence to voice their opinions. They are well prepared for the next stage in their learning.
- Partnerships with parents and external agencies are a key strength and are highly effective in ensuring that all children receive the support they need. Staff effectively involve parents in children's learning in the nursery and provide ideas and resources so that parents can continue to support children's learning at home.
- Management are ambitious for all children to enjoy learning in a stimulating, inclusive environment. They have high expectations and set a clear direction for the nursery's future development. They are supported well by a caring staff team.
- Staff consistently model positive approaches to managing children's feelings and behaviour. Children learn increasing levels of independence and enjoy the responsibility of small duties, such as helping at snack and mealtimes and tidying up.

### It is not yet outstanding because:

- Although the progress of individual children is carefully monitored, new systems for monitoring the progress made by different groups of children are not fully embedded so that all children are supported to make the best progress they can.
- Staff do not make the best use of opportunities to support children in fully developing their creative thinking and their skills in solving problems during adult-led activities.

## What the setting needs to do to improve further

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

- embed the recently adopted monitoring systems to track the progress of groups of children and use the information gained from these even more effectively to increase the potential for all children to achieve at the highest levels
- enhance the opportunities for children to express their ideas further and to develop their skills in thinking and solving problems.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection. She observed a focused activity and evaluated the quality of teaching with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including children's records, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Lindsey Cullum

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures to identify and respond to any concerns. Strong partnerships with other professionals have a very positive impact on the protection and welfare of all children in the setting. Management ensure that staff know and use a thorough range of policies and procedures effectively to help keep children safe and healthy. There is a strong focus on training and staff development, and staff use their training well to shape practice and plan educational programmes. Management regularly seek the views of staff, parents and children, using their feedback to identify targets for ongoing improvements. Parents report that they find staff friendly and approachable. They value that information is shared readily and particularly appreciate the support and guidance that they receive from the staff team.

### Quality of teaching, learning and assessment is good

Staff accurately assess children's learning and developmental needs. They know the children well, talk confidently about where children are in their learning and development, and what they need to do next to support children's continued progress. Staff are persistent when securing additional help for children who need early support to close any gaps in their learning. Children develop their imaginations and gain a strong understanding of the world around them. Staff promote children's language development very well. They model effective listening skills and introduce children to new words that relate to their play, such as telescope. Children thoroughly enjoy searching for pirate treasure hidden outside and are eager for praise when they find it. Staff weave mathematical concepts into activities. Children count, compare size and recognise shapes and colours.

### Personal development, behaviour and welfare are good

Children are happy, confident and secure as staff build very positive relationships with them. This helps children to settle well at the nursery and to develop secure bonds with the adults caring for them. Children sit together in groups, make choices and decisions and talk with their peers, which helps to teach them how to behave in social situations. Children's good health is promoted well. They benefit from plenty of fresh air, are physically active and develop good physical skills and coordination. They learn how to take risks in a managed environment and follow good hygiene practices.

### Outcomes for children are good

Children make good progress in relation to their starting points, including those who speak English as an additional language and children who have special educational needs and/or disabilities. Children manage their personal needs well. They are confident and self-assured, show determination and perseverance with tasks, enjoying when they accomplish a new skill. Older children are eager to show their emerging writing skills.

## Setting details

<b>Unique reference number</b>	EY275636
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1087918
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Great Yarmouth Community Trust
<b>Registered person unique reference number</b>	RP902560
<b>Date of previous inspection</b>	3 April 2014
<b>Telephone number</b>	01493 842424

Priory Day Nursery registered in 2004 and is run by Great Yarmouth Community Trust. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two who hold level 4 and four who hold level 6. The nursery opens on Monday to Friday, from 8.30am until 5.30pm and all year round, with the exception of bank holidays, the period between Christmas and New Year and three training days. The nursery provides funded early education for two-, three- and four-year-old children.

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