

Priory Lodge Day Care Nursery

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



Inspection date

8 September 2017

Previous inspection date

16 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is good. Overall, staff provide a varied range of experiences that children enjoy, to help them make good progress. Staff place a clear priority on promoting children's language skills and children enjoy these interactions.
- Teaching children about the natural world, living things and talking about changes and why they occur, is a particular strength of the good-quality teaching.
- There are effective systems in place to regularly consult with, and act upon the views of parents, to help shape the service they offer. Staff work closely with parents, including those whose children speak English as an additional, to identify any gaps in their learning.
- The nursery environment is clean and vibrant, and staff place a strong focus on teaching children about keeping safe and healthy.
- Staff give good regard to promoting children's personal, social and emotional development and children behave well. For example, staff give children the time and space to concentrate on activities and experiences, and develop their own interests.

It is not yet outstanding because:

- Staff do not use the information gained from children's assessments to help them plan highly challenging activities to help children make the very best progress, particularly in their mathematical and technology learning.
- The manager does not incisively evaluate and monitor staff practice to help raise the use of available resources and quality of teaching to an exceptional level.

What the setting needs to do to improve further

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

- make better use of the information gained from children's assessments to plan highly challenging activities to help children make the very best progress, particularly in their mathematical and technology learning
- incisively evaluate and monitor staff practice to help increase the use of available resources and quality of teaching to an exceptional level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the owner/manager.
- The inspector held a meeting with the owner/manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are trained on child protection issues. They have good knowledge of the possible signs of abuse and neglect, and know the procedure to follow if they have a concern. There are effective systems in place to ensure staff are suitable to work with children and their on-going suitability is assessed. New staff benefit from a detailed induction to help them have a clear overview of their roles and responsibilities. Staff benefit from regular staff meetings and training opportunities, and the quality of teaching is consistently good. Parents report high levels of satisfaction. They are impressed by the professional approach adopted and how well they are kept informed about their children's progress.

Quality of teaching, learning and assessment is good

Staff use an interesting range of topics that is often inspired by children's interests, such as light and dark, sun and space and the seasons. Staff use these topics well to promote good learning opportunities with a clear focus on promoting children's communication and language skills, and their literacy development. Staff caring for children under two years provide plenty of opportunities for them to freely explore and investigate. For example, children are keen to look inside boxes and use their senses as they explore items, such as sponges, fir cones, netting and brushes. Staff are attentive and introduce new words and encourage them to communicate. Staff caring for the older children place a good focus on children actively learning. For example, children learn to make traditional Australian bread. They learn to follow a recipe card, use their senses and are encouraged to describe the ingredients and predict change.

Personal development, behaviour and welfare are good

Staff develop warm relationships with children and have good knowledge of their individual needs and parents' wishes. Staff teach children about making healthy choices, such as why high sugar and salty foods are not good for their health, and children learn about good oral hygiene. For example, children make healthy foods, such as vegetable soup, fruit kebabs and fruit drinks. Children thoroughly enjoy being physical indoors and outdoors. The older children learn about changes to their bodies after exercise and learn when they need to rest or have a drink. There is a good range of resources available to reflect cultural diversity, disability and children learn about their own and other families.

Outcomes for children are good

All children, including those receiving additional funding make good progress from their starting points. Children show a keen interest in the natural world and learn to care for potatoes, tomatoes and flowers they have planted. Children show good levels of attention during group times and an interest in the props used, such as the emotion gloves, story stones and song spoons. Children enjoy learning and easily follow instructions during adult-led activities. The most able children learn to write their names, enjoy writing and linking sounds to letters of the alphabet. Children enjoy counting and identifying shapes as they play. Children develop the key skills required in preparation for school.

Setting details

Unique reference number	224170
Local authority	Shropshire
Inspection number	1103252
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	35
Number of children on roll	29
Name of registered person	Julie Amanda Parry
Registered person unique reference number	RP512082
Date of previous inspection	16 December 2014
Telephone number	01743 340042

Priory Lodge Day Care Nursery registered in 2000. It is situated in the Shrewsbury town centre. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 7, one holds a qualification at level 5, one holds a qualification at level 4, three hold a qualification at level 3 and two are unqualified.

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