

The Priory Day Nursery

The Priory Day Nursery Ltd, 18 Grange Close, Middlesbrough, Cleveland, TS6 7LD



Inspection date

4 January 2018

Previous inspection date

2 September 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

- The manager implements good systems for recruitment, induction and vetting processes. Staff are fully aware of the expectations and clearly understand their daily role and responsibilities.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language are well supported. Staff have established strong links with external agencies and other professionals and follow effective strategies, such as using visual aids and planning targeted one-to-one sessions.
- Staff are well qualified and incorporate children's individual interests into everyday play. For example, younger children start to be curious during imaginary play where they pretend to care and show concern for the babies.
- Children develop good levels of independence and confidently complete small tasks for themselves, including serving their own food at lunchtime. Meals and snacks provided are nutritious and staff support children to gain their own awareness of a healthy diet.
- Staff actively encourage children to express their own ideas and thoughts. Children investigate a wide variety of sensory materials and thoroughly enjoy being creative.

It is not yet outstanding because:

- Staff do not consistently seek the very detailed information they need from parents about children's learning and development before they start at the nursery.
- Occasionally, staff do not provide high levels of challenge for older children during activities to help them to make the best possible progress.

What the setting needs to do to improve further

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

- gather more comprehensive information from parents on entry about what their children already know and can do
- provide older children with consistently higher levels of challenge during activities that help them to make even greater progress in their development.

Inspection activities

- The inspector viewed all areas accessed by children and observed play and learning opportunities.
- The inspector carried out a joint observation with the manager and spoke to staff members in the nursery.
- 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 provider's self-evaluation and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to protect children's welfare. They are knowledgeable about the procedures to follow and know who to contact if they have any concerns. The manager uses robust performance management systems to support staff to improve their teaching skills. Staff are involved in thorough supervision meetings and carry out peer observations to give constructive feedback to their colleagues. The manager fully understands the benefits of self-evaluation and reflecting on daily practice. He devises action plans and acts accordingly on areas for improvement to enhance future outcomes for children. Staff regularly attend training to continually further their professional development. For instance, they have completed a course to help to extend children's communication and language skills.

Quality of teaching, learning and assessment is good

Staff successfully use the information gained from their observations of children's play to plan for their next steps in learning. Good systems are in place to monitor children's ongoing progress. These enable staff to quickly identify and close any highlighted gaps in children's learning and development. Parents receive verbal and written feedback from staff to keep them well informed about their children's activities and care routines. Staff interact well with children and get down to their level as they play. They continually model language and provide a running commentary. Younger children respond by babbling and using single words, whereas older children comfortably answer questions and develop their thinking skills.

Personal development, behaviour and welfare are good

Children's behaviour is good. They listen well to clear guidance from staff and attentively follow simple instructions. An established key-person system supports children to develop positive relationships and form emotional attachments with staff and their peers. This effectively helps to promote their well-being. Staff fully understand the benefits of children participating in outdoor play and physical development activities on a daily basis. Children are very well supported for their future moves on to school. Staff have developed close relationships with teachers and attend transition meetings to help to prepare children for the change ahead.

Outcomes for children are good

All children make good progress and gain key skills in readiness for the next stage in their learning. They happily explore their surroundings and freely access resources to lead their own play. Older children extend their technology skills and easily work operational toys and equipment to make different noises and sounds. Children of all ages develop good literacy skills. For example, they show excitement and enthusiasm as they participate in story time and sing familiar songs and rhymes.

Setting details

Unique reference number	508306
Local authority	Redcar & Cleveland
Inspection number	1103867
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 - 8
Total number of places	69
Number of children on roll	50
Name of registered person	The Priory Day Nursery Limited
Registered person unique reference number	RP524033
Date of previous inspection	2 September 2014
Telephone number	01642453779

The Priory Day Nursery registered in 2000. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

