

Priory Street Nursery

17 Priory Street, York, YO1 6ET



Inspection date	15 June 2018
Previous inspection date	27 November 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

- Staff have a good awareness of children's next steps and provide a wide range of interesting activities. Children make good progress in relation to their starting points and are keen to join in with new activities.
- Older children, including children who have special educational needs (SEN), are effectively supported in their move to school. Key persons work in close partnership with teachers and other professionals to share information and promote continuity.
- Children have very secure bonds with staff. They show that they feel safe in their care and seek them out to join in with their play. Staff effectively gather robust information to meet children's specific care needs and promote inclusion.
- Partnerships with parents are highly effective. Parents leave positive feedback for the nursery and say staff are 'extremely important in their children's lives and inspirational'. Parents feel included in children's learning and are supported well.
- The manager and staff team are very good role models for children. They have high standards and expectations for positive behaviour. Staff work together to promote a caring, respectful and welcoming environment where everyone is valued.

It is not yet outstanding because:

- There are times when staff do not sharply focus their teaching during the youngest children's activities and routines.
- The manager is looking at ways to further enhance how staff evaluate the quality of their teaching and identify areas for their own professional development.

What the setting needs to do to improve further

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

- focus teaching sharply for the youngest children during their play and routines to help them make the best possible progress
- extend on the ways that staff can reflect on their practice and access professional development to provide excellent teaching for every child.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's digital learning profiles and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager regularly reflects on the quality of the nursery and overall effectiveness. She attends a range of professional network groups to discuss good practice and holds team meetings to share new knowledge. This has had a positive impact on the way the nursery shares information with schools when children are ready to move on. The manager carefully monitors the progress children make, including children who receive pupil premium funding, to identify focused areas. For example, resources were enhanced in the role-play area to help children develop their personal, social and emotional skills. Safeguarding is effective. The manager understands her role to keep children safe and regularly updates the risk assessments. She uses staff supervisory meetings to monitor ongoing suitability and discuss any changes. Staff have a thorough understanding of what to do if they are concerned about children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff are aware of children's current levels of achievement and use this information to plan for the next steps in their development. They have a good understanding of children's interests and provide activities for them to enjoy. For example, children show an interest in sea creatures and transport. Older children enjoy developing their small physical skills as they colour and decorate their fish. Staff support children to develop early writing skills and model how to hold the pencil with more control. Overall, staff support the youngest children to develop their communication skills. They model clear words to them, and some young children participate in the circle time and listen to stories. Children who have SEN benefit from one-to-one interaction with their key person. They use individual support plans to help children to make good progress and agree targets with parents and other professionals, such as speech and language therapists.

Personal development, behaviour and welfare are good

Children's behaviour is very positive. Staff use effective amounts of praise and support to help children manage their feelings and respond to boundaries. Children are encouraged to develop good self-help skills and independence. Staff gently remind young children to wash their hands before their fresh fruit snack, and older children pour water and use the toilet without support. Staff promote children's good health. They talk to them about the importance of drinking water and encourage them to develop physical skills outdoors on a daily basis. Staff teach children about the wider world through interesting activities. For example, children learn about festivals and celebrations, such as Canada Day.

Outcomes for children are good

Children make consistently good progress across every area of learning. The majority of children are working in the stages of development typically expected for their age. Children who have areas of slower progress are supported effectively and gaps in their learning are closing. Young children show confidence in their own abilities and develop very good social skills as they interact with older children. Children show enjoyment in their learning and have good levels of concentration in their chosen activities.

Setting details

Unique reference number	321471
Local authority	York
Inspection number	1103726
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	23
Number of children on roll	36
Name of registered person	York Centre for Voluntary Service
Registered person unique reference number	RP905156
Date of previous inspection	27 November 2014
Telephone number	01904 683822

Priory Street Nursery registered in 1992 and opens Monday to Friday from 8.30am until 5.30pm all year round, except for bank holidays and a week at Christmas. There are currently 10 members of staff working directly with the children, all of whom have an appropriate early years qualification at level 3 or above. The manager holds a relevant level 5 qualification in childcare and management. The nursery provides funded early education places for two-, three- and four-year old children. Children who have SEN and/or disabilities attend. The nursery is in receipt of early years pupil premium funding.

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