

# Priory Explorers

Priory Family Centre, Wednesbury WS10 0JG



<b>Inspection date</b>	17 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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 very settled and happy at this warm and welcoming nursery. Staff are good role models who place a high priority on supporting children's emotional development.
- Staff establish highly positive partnerships with parents and keep them well informed about their child's care and learning. Parents are very complimentary about the quality of the provision.
- Children's wishes and opinions lie at the heart of all that staff do. Staff put a lot of thought and consideration into the planning of the environment. They introduce a wide range of exciting resources that spark children's curiosity and involvement.
- Staff quickly identify children whose achievements are below what is expected for their age. They work very well with parents and other professionals, to give dedicated support to these children. This helps to make sure that children with special educational needs and/or disabilities make good progress given their capabilities.
- The manager and staff consistently reflect on and evaluate every aspect of the provision. They consider the views of parents and children to help drive continuous improvement.
- Occasionally, staff do not organise whole-group activities well and some children lose enthusiasm and attention.
- Staff have not established a regular exchange of information with other settings that children attend. As a result, they are not always able to build effectively on the learning that takes place elsewhere.

## What the setting needs to do to improve further

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

- review and organise whole-group activities more effectively to maintain children's focus and engagement
- develop a more effective strategy to promote two-way communication with staff at other early years settings that children attend.

### Inspection activities

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

#### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection procedures. They know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. The manager monitors staff performance well. She regularly observes staff practice and holds individual supervisory meetings. Staff reflect on their own training needs and where they need additional support. This means that all staff have opportunities to progress in their professional development. The manager tracks children's learning well. As a result, any gaps in learning are swiftly identified and addressed.

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

Most staff are qualified. They use their good understanding of child development to plan a wide range of enjoyable learning opportunities. Staff regularly observe and assess children's learning. They have a good understanding of what individual children know and what they need to learn next. Thoughtful deliberation is given to children's views and interests when planning experiences and activities. For example, staff consider children's current fascination with animals when providing activities, including a visit to a local farm. Children are motivated to play and learn. For example, toddlers delight in playing with toy animals in trays filled with soil, sand, rice and leaves. Older children's mathematical skills and understanding are developing well. Staff encourage children to count, sort and identify shapes. Staff support children's communication and language skills well. They engage them in meaningful conversations about what they are doing and encourage them to share their home experiences.

### Personal development, behaviour and welfare are good

Staff care for children in a well-resourced, stimulating learning environment. Children are enthusiastic and confident learners. They form strong attachments to staff and form friendships with their peers. Staff support children to learn about healthy lifestyles. Children benefit from nutritious meals and snacks and plenty of physical exercise. For example, children balance on wooden beams outside and enjoy relaxing yoga sessions indoors. Children learn to behave well. Staff teach children 'Golden rules'. Children are well aware of what is expected of them and remind each other of the need to use 'kind hands'.

### Outcomes for children are good

Children make good progress. They gain a range of key skills and are well prepared for their move to school. Children of all ages enjoy playing with sand and water. They learn about capacity, shape and size. Children develop language skills as they join in singing songs and rhymes with staff. They form recognisable letters as they label their work with their name. Independence and self-care skills are emerging. For example, younger children put their own coats on and peel fruit. Older children serve their own meals at lunchtime and toilet independently. Children develop good social skills. They play cooperatively, share and take turns.

## Setting details

<b>Unique reference number</b>	EY545218
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10099476
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The Family Nursery Company
<b>Registered person unique reference number</b>	RP537495
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 505 5950

Priory Explorers registered in 2017. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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