

Inspection of The Priory Day Nursery

The Priory Nursery School, 20 Priory Road, High Wycombe HP13 6SL

Inspection date: 18 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are well behaved and have positive attitudes to their learning. This is demonstrated as older children play imaginatively as builders. Children put their safety hats and high-visibility jackets on. They become absorbed in their play as they fix their den with hammers and saws.

Children benefit from a range of exciting learning opportunities. Staff have high expectations and plan these to help enhance children's knowledge and understanding. For example, children enjoy learning about healthy eating. They visit the local market and buy fruit and vegetables. They grow herbs and find out how the chef uses these in their meals.

Children are happy and safe. For instance, they excitedly tell visitors about the activities they like doing in nursery. They say they enjoy playing on bicycles and in the playhouse. Staff support young children well to help them to feel secure when they start nursery. For example, they talk to parents about ways they soothe their children at home. Children are calm and reassured when they hear familiar music playing at routine times of the day.

Staff demonstrate a secure understanding of the unique needs of children who attend the nursery. They recognise the importance of outdoor play. However, on occasion, they do not fully consider how to adapt outdoor provision to better suit the needs of younger children.

What does the early years setting do well and what does it need to do better?

- Staff establish strong partnerships with parents. For instance, they provide suggestions for parents to help them to extend their children's learning at home. Families enjoy sharing books from nursery and children are excited when they get to take the 'weekend bear' home. Children develop their speaking skills when they bring the bear back to nursery. They talk about their weekend activities with the bear. Parents report that they are particularly happy with positive communications between home and nursery.
- Children develop a good understanding of similarities and differences between themselves and others. This is illustrated when they learn about festivals in the calendar year, such as Ramadan and Diwali. Children enjoy tasting traditional foods and dance to music from other countries.
- Staff support children's understanding of how to make healthy eating choices well. For example, they talk to children about healthy foods in their meal at lunchtime. On occasion, children also prepare their own meal with the chef. Staff support parents effectively to understand the impact of food on children's dental health. This is demonstrated when they invite parents into nursery to take part

in healthy eating workshops.

- Staff are positive role models for children. For instance, they praise children when they try out new skills, such as playing musical instruments or counting aloud one by one. Staff establish and revisit rules and boundaries well to help children's understanding. For example, they involve children in creating 'golden rules'. They use visual prompts effectively to remind children of expectations.
- Children develop a love of reading and staff capture their interest in books from an early age. For example, staff consider children's age and stage of development well. They skilfully use puppets and soft toys to help them read stories to young children. Children wave their hands in anticipation when 'Dear Zoo' appears from the story sack. Their eyes light up as staff begin reading. They respond excitedly, pointing, babbling and using simple words, such as 'lion' as the story is shared with them.
- Staff promote opportunities for children to make choices in their learning. For instance, they involve older children in choosing activities and creating the visual timetable for the day. However, when children are engaged in their self-chosen play, staff do not consistently encourage them to independently choose toys and resources to support this.
- Leaders share a positive attitude to further improving their provision. For example, they create precise action plans and evaluate the progress they make towards targets regularly. Managers support staff well to develop their own practice, such as through observations and coaching. Staff have a good understanding of their own targets for improvement.
- Children enjoy playing outdoors. However, at these times staff do not fully consider how they can adapt the environment and resources to suit younger children.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that robust policies and procedures are in place to protect children's welfare. For example, they ensure that staff keep their knowledge up to date and they refresh their understanding of reporting procedures regularly during staff meetings. Staff have a secure understanding of the signs and symptoms of different types of abuse, including radical and extreme views or behaviours. They understand the need to refer any concerns that they may have in order to protect children from harm. Staff are aware of whistleblowing procedures and understand their responsibility to report concerns regarding staff practice.

What does the setting need to do to improve?

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

- ensure that all staff understand how they can consistently support children to

make independent choices in their self-chosen play

- review outdoor provision to ensure it is adapted consistently well to match the needs of younger children and further promotes opportunities for high-quality interactions with children.

Setting details

Unique reference number	EY489168
Local authority	Buckinghamshire
Inspection number	10076476
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	45
Number of children on roll	60
Name of registered person	Woodside Trading Limited
Registered person unique reference number	RP903304
Telephone number	01494 527807
Date of previous inspection	28 April 2016

Information about this early years setting

The Priory Day Nursery registered under new ownership in April 2015. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It is in receipt of funding for two-, three- and four-year-old children. The provider employs 17 staff, 16 of whom work with children. Of these, 12 members of staff hold early years qualifications at level 3 or above, including one who holds a qualification at level 6.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- Managers took the inspector on a learning walk around the setting.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector observed the quality of staff's interactions with children during activities indoors and outdoors.
- The inspector spoke to the staff, parents and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and managers. She discussed self-evaluation and plans for further improvement. She looked at evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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