

Inspection of Primley Park Children's Nursery (Roundhay)

60 North Park Avenue, Leeds, West Yorkshire LS8 1HS

Inspection date: 17 January 2023

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 warmly welcomed when they arrive at nursery. Those children who are new to the nursery, or moving to a different room, receive plenty of support. This includes several settling-in visits and opportunities to spend time with their key person. As a result, children demonstrate that they feel secure in their new environment. Where they do become unsettled, there is always a member of staff available to offer a cuddle. Children form warm bonds with staff. Parents remark on how well staff know their children.

Children choose from a wide variety of interesting activities, indoors and outdoors. The resources are all easy for children to access. This helps to promote children's independence. For example, babies are encouraged to pull themselves up to explore what has been put out on low-level tables. Staff skilfully introduce many different areas of learning as children play. Children develop the skills they need to prepare them for learning to write as they mark make on chalkboards. They count blocks as they construct towers. The vocabulary of shape and size is introduced as children roll and cut play dough. Children also show a love of stories and rhymes. They are delighted when it is their turn to choose their favourite song. Even the youngest children enthusiastically join in with the actions. These activities help children to develop a love of learning.

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

- Staff use children's curiosity to plan a varied and stimulating programme of learning. They know children extremely well. Staff can confidently describe children's stage of development and their interests. This helps them to set up learning opportunities designed to help individual children make progress.
- Staff understand their role in supporting children's learning. They join children in their play, introducing new vocabulary to younger children and encouraging older children to solve problems. Toddlers confidently follow instructions as they make cups of tea in the role-play area. Two-year-old children are asked what they need to do to make the play dough they are mixing less runny. However, there are times when children's learning is not as purposeful. Staff do not always invite or encourage some of the quieter children to join with others in their play or group time.
- The outdoor play area provides children with daily opportunities to develop their physical skills. They confidently negotiate obstacles as they ride on balance bicycles and tricycles. They practise kicking and throwing balls. Staff use these activities to help to remind children to take turns. Children are praised when they help their friends and share resources.
- There is a focus in each room on helping children to develop the skills they need before they move on to the next stage in their learning. When it is time to go

outside, children are supported effectively to put on warm clothes. The youngest children are encouraged to feed themselves. Toddlers learn how to pour their own water. In the pre-school room, children serve their own food. They also practise cutting fruit and vegetables. Staff liaise with local schools to ensure that they share the information that teachers need when children start school.

- Children enjoy interesting and healthy snacks and meals. Children with special dietary needs are catered for effectively. Younger children are helped to wash their hands appropriately. However, older children are not always reminded to wash their hands after using the toilet independently. Furthermore, staff do not consistently wash their hands after wiping children's noses. This does not consistently promote children's good health.
- Partnerships with parents are highly effective. Parents receive daily feedback on their child's learning and development. They are also invited to attend regular parents' evenings to discuss their child's progress and the next steps for their learning. Parents welcome advice from staff about matters such as toilet training and healthy eating.
- The new manager has a clear vision for the nursery. She is already building on the existing good practice and identifying areas for development. She places considerable emphasis on supporting staff well-being. As a result, staff feel valued. There is a comprehensive programme of staff training, as well as arrangements for peer observations and staff supervision.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority by staff. Sleeping children are monitored regularly, and when children are eating, staff supervise them vigilantly. Robust checks of the environment ensure that any hazards are identified and removed. Staff access regular safeguarding training. Managers monitor their knowledge and understanding. As a result, staff can confidently identify a wide range of indicators that a child may be at risk of harm. They understand their responsibility to report any concerns, including knowing what to do should there be an allegation against a member of staff. The nursery follows safer recruitment guidance to make sure that new staff are suitable to work with children.

What does the setting need to do to improve?

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

- consider how to engage quieter children even more in purposeful play and learning, during group times and in their free play
- strengthen good hygiene practices even more to further promote children's good health.

Setting details

Unique reference number	319393
Local authority	Leeds
Inspection number	10269781
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 at time of inspection	0 to 4
Total number of places	75
Number of children on roll	86
Name of registered person	Primley Park Children's Nurseries Limited
Registered person unique reference number	RP905371
Telephone number	0113 3930066
Date of previous inspection	14 November 2018

Information about this early years setting

Primley Park Children's Nursery (Roundhay) registered in 1999 and is located in Leeds. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above, including two who hold early years professional status and two who hold qualified teacher status. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and a week at Christmas. It provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector throughout the inspection.
- The inspector talked to staff at appropriate times during the day and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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