

Inspection of Primrose Hill Nursery

Primrose Hill C of E Primary Academy School, School Crescent, LYDNEY,
Gloucestershire GL15 5TA

Inspection date: 17 October 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The manager has a clear vision of what she wants children to learn and why. Staff follow this curriculum intent. The manager and staff know children well. They are aware of their individual needs and develop strategies to extend their learning and to provide vibrant experiences linked to interests. Staff select activities and resources indoors and outside carefully to enable children to explore and investigate. Children behave extremely well and develop positive attitudes. They persevere even when frustrated, and staff support their determination to successfully take off their boots. Staff are skilled communicators. Children learn lots of vocabulary. They know and understand words such as 'big', 'massive' and 'huge'. Staff work very well as a team. They are respectful of each other, share responsibilities and delegate work efficiently. Staff actively participate in children's play. They join in with enthusiasm when they are at the 'hairdressers'. Relationships are warm, friendly and affectionate. Staff help new children to feel safe as they settle into nursery life. They sensitively help them understand routines and expectations. This helps children to build secure attachments.

Children have wonderful opportunities to develop social and physical skills in outdoor areas. Staff provide a range of challenging opportunities for all children to engage in risky play. For example, in the 'Primrose Patch', children climb the apple tree and pick apples, negotiate their way around the pond and swing on trees. Children experience healthy outdoor free play and have the chance to learn to manage risk and develop an understanding of safety. Children dig enthusiastically, plant pips, identify weeds and find worms. This actively supports their understanding of the natural world around them.

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

- Staff provide meaningful development plans for children that are tailored to their needs and interests. They have clear goals in place for the next stage of each child's learning. This supports children's growth, skills and future success.
- Staff use everyday moments to help children to solve problems. They listen to children explaining the problem and help them to think about what happens next. For example, staff support and motivate children to build a sturdy base to build the 'biggest tower' they can. Children keep trying, demonstrating great resilience, and adapt their structures, showing a willingness to grapple with challenging experiences. They show delight at the outcome.
- Partnerships with parents and other professionals are effective. Parents have regular discussions with staff about their child's progress and development. Parents say that this is a very friendly and supportive nursery with respectful staff. Staff actively support positive transitions for children who attend more than one setting.

- Staff provide many opportunities for children to sing and listen to stories. Children share their thoughts and ideas with others when they bring in their favourite objects to 'show and tell'. They get to practise taking turns, listening and talking. Occasionally, during some group activities, staff do not support children to remain interested and involved.
- Staff support all children, including those with additional needs or those who speak English as an additional language, to make good progress. Children learn self-regulation as they develop through warm and responsive care from staff. Staff support them well to manage their behaviour and feelings. Additional funding is sought and thoughtfully used to help children's language and social skills. This helps children to share and cooperate.
- The manager provides good support and challenge to her team. Staff have regular supervision and training that focus on practice improvement. Staff cascade best practice on working with children with special educational needs and/or disabilities. Staff say they feel valued and motivated.

Safeguarding

The arrangements for safeguarding are effective.

Managers have wide safeguarding experience. They know how to raise any safeguarding concerns with the local authority without delay. The nursery committee and managers implement thorough procedures to ensure the safer recruitment of new staff. The staff know the content of the safeguarding policy and procedures. They know what to do to protect children and keep them safe from harm. All staff complete safeguarding training. Staff carry out regular checks of the environment to ensure that it is safe for children. Children are well supervised.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to enable all children to benefit from the learning experiences planned.

Setting details

Unique reference number	101721
Local authority	Gloucestershire
Inspection number	10307826
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	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Primrose Hill Under Fives Playgroup Committee
Registered person unique reference number	RP519945
Telephone number	01594 844450
Date of previous inspection	8 March 2018

Information about this early years setting

Primrose Hill Nursery registered in 2001. It is a committee-run nursery and serves the catchment area near Lydney, Gloucestershire. It is situated in a purpose-built classroom with immediate access to an outdoor area on the site of Primrose Hill School. The nursery is open each weekday from 8.50am to 2.50pm during school term time. The nursery employs nine staff to work directly with the children. Of these, two hold relevant qualifications at level 7, one at level 6, one at level 4 and four hold relevant qualifications at level 3. The nursery is in receipt of early education government funding for some two-, three- and four-year-olds.

Information about this inspection

Inspector
Claire Cook

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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