

Priory Family Centre Nursery

Inspection report for early years provision

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Inspector Kashma Patel

Setting address Priory Family Centre, Dorsett Road, Wednesbury, WS10
0JG
Telephone number 01215055950
Email matt@surestartfpmcw.org.uk
Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Priory Family Centre Nursery was re-registered in 2011 and is now managed by a Community Interest Company. It operates from the Priory Family Centre in Wednesbury in the West Midlands. The nursery is open each weekday from 7.30am to 6pm all year round, except for Bank Holidays. All children share access to an enclosed outdoor play area and have the use of a sensory room in the school.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 55 children in the early years age range at any one time. There are currently 98 children on roll. It receives funding for early education for two-, three- and four-year-olds. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are currently 11 members of staff employed to work with the children. Of these, two hold a relevant qualification at level 2, six at level 3 and two at level 5. One member of staff is currently working towards a qualification. The nursery receives support from the local authority and a teacher from the children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and have formed strong relationships with staff and each other. They access an excellent range of age-appropriate toys, furniture and equipment. As a result, children make good progress in their learning and development. Exemplary partnerships with parents ensure that they are kept very well informed and are consistently involved in their children's progress. Effective systems are in place with other professionals and settings, which promotes continuity in their care and learning. The nursery has several good systems to help monitor and evaluate the provision to ensure all future priorities are identified, improving outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to develop their independence during routines; for example, by enabling them to serve their own food and drinks
- make effective use of outings in the local area to enable children to gain an understanding of the community.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding issues and of the procedure to follow should they have a concern about a child in their care. The setting has effective systems for ensuring the safety of children at all times. The main entrance to the nursery has a key fob system, and a security camera is fitted to both the main entrance of the children's centre and the nursery. Robust recruitment and vetting procedures ensure children are further safeguarded. A detailed risk assessment is in place which covers all areas accessible to children. Further daily checks are also carried out in the nursery and in the outdoor area to promote children's safety.

Staff make excellent use of the available space to provide a wide range of stimulating and exciting play opportunities for children. Free-flow access to the outdoor ensures children continue to engage in a wide range of activities and experiences which stimulate and provide learning in all areas. Furniture, equipment and resources are of high quality and clearly support children's learning and development. For example, in the baby room, extra small furniture enables children to fully participate in activities. Outcomes for children clearly attribute to the excellent use of resources and the highly effective deployment of staff both inside and in the outdoor area. This ensures children remain interested and make good progress in some areas and outstanding in others. Children learn about the diversity through an excellent range activities, toys and resources which promote equality of opportunity. For example, they play with foods from different cultures in the role play cafe.

The nursery has excellent relationships with parents and carers, who receive daily verbal and written communication. Parents share information about their child, particularly when they first start to attend and then at regular intervals. This ensures parents are actively involved in their children's learning. An excellent system for home learning is in place, which is personalised to suit individual children. For example, staff carefully select activities which children show an interest and send these home for parents to continue their child's learning. Comments from parents are overwhelmingly positive. They state that staff are very welcoming and supportive towards them and that very pleased with the activities and equipment in the outdoor play area. Effective systems help support children with English as an additional language. For example, staff use picture signs and liaise with parents to help children settle into the nursery. Children with special educational needs are successfully included and integrated. The nursery works well with other carers and agencies, such as the school and other professionals based in the centre, which promotes children's care and development.

There are several systems in place for self-evaluation which incorporates input from staff, parents and children. Staff use questionnaires to collect views from parents and children. Parents recently requested for more information on children's progress, and as a result written information is provided. The daily routine has been altered to allow more time for children to engage in activities. As a result, staff comment that children are more settled and content. Weekly staff meetings

ensure all staff share the same vision for continuous improvement to benefit all children in their care.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and enjoy attending this welcoming and stimulating nursery where they have formed excellent relationships with staff and each other. Staff have a good understanding of the learning and development requirements and how young children learn and progress. They plan activities well, ensuring there is a good balance between child-initiated and adult-led activities, both inside the nursery and outdoors. Systems for observation and assessment clearly help to plan for the next steps in children's learning and also identify where children need further support or challenge in their learning. All children show a strong sense of security and belonging. They display high levels of confidence and work exceptionally well independently and with their peers. Children's behaviour is very good and they take responsibility for caring for younger children.

Children make outstanding progress in their communication, numeracy and information technology. They have numerous opportunities to make marks and recognise print in their environment. For example, they write for different purposes in the role play cafe and the supermarket in the outdoor area. Excellent use is made of labels to help children learn about letters and numbers, of which some are translated in the other languages, such as Farsi. Children access the computer and use the smart board independently, where they load their favourite games and stories. Older children develop good physical skills as they use the large climbing equipment and wheeled toys with confidence. They have good control over their bodies as they run around and negotiate the available space in the outdoor area. Staff make good use of spontaneous opportunities when they find a snail and closely examine it with the children. Babies have their own enclosed outdoor area where they explore their surroundings and use a good range of equipment to develop skills in standing and walking. Children learn about diversity and cultural differences as they celebrate festivals and through planned topics. However, opportunities are not in place for children to explore their community through regular outings.

All children develop a good awareness of how to keep themselves safe. For example, older children know that they must use scissors at the table and not walk around with them. They learn about fire safety through regular discussions with staff and as they practise the emergency evacuation drill. Children develop a good understanding of healthy eating. They are provided with a variety of freshly cooked meals and can access drinking water throughout the day. Opportunities are available for children to serve their own food and drinks; however, this is not always consistent. For example, during busy periods some staff do not let children serve their own food or give them choice of how much food they want. Staff are fully aware of each child's individual dietary needs and ensure these are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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