

# Primley Park Children's Nursery (Alwoodley)

48 Nursery Lane, Alwoodley, Leeds, West Yorkshire, LS17 7HW



<b>Inspection date</b>	23 February 2017
Previous inspection date	19 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff's enthusiasm and effective teaching motivates and challenges children. Children readily choose from accessible resources, developing early independence and a positive approach to learning. This contributes to the good progress they make, as does staff's effective observation, assessment and planning.
- Children are happy and well cared for by staff who have a very secure knowledge of their roles and responsibilities, including child protection issues.
- Staff gather a wide range of information from parents on entry. This enables them to meet children's individual needs and foster children's emotional security. Effective communication and partnership working continues, thereafter. Parents are actively involved in supporting learning at home.
- Staff are good role models. They help children to learn essential social skills and continually foster children's self-esteem through positive reinforcement.
- Visitors deliver extra-curriculum music and movement sessions, and children freely access the outdoors area. This contributes well to their good health. Children also manage risk, for instance, while using varied apparatus.

### It is not yet outstanding because:

- Staffs' organisation of the daily routine does not always enable the pre-school children to have uninterrupted time to play when they are deeply involved in activities.
- Staff do not optimise children's early literacy and mathematical skills where children have a preference for outdoor learning.

## What the setting needs to do to improve further

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

- improve pre-school children's opportunities to have uninterrupted time, in order to become deeply involved in activities and achieve what they set out to do when they are playing
- maximise children's opportunities to develop early literacy and mathematical skills where they have a preference for outdoor learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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, operations manager and provider. 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

Rachel Ayo

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff promote a safe and secure environment. They are subject to a thorough continuous induction which covers their probationary period and includes a separate safeguarding induction. Staffs' knowledge is consolidated through further child protection training, quizzes and staff meetings. There are many effective self-reflection tools and the new management team has made, and continues to embed, many positive changes. The management team continually adds new areas for improvement to detailed action plans, and staff have their own room development plans. Displayed feedback from parent questionnaires shows how their suggestions have been acted upon. Staffs' qualifications have a positive impact. There is a key focus on monitoring and improving their practice, especially for the newest staff.

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

Parents document what their children already like, know and can do on entry before staff undertake their own settling-in summaries and starting point assessments. This helps staff to plan for children's next steps in learning. For instance, information about children's progress is exchanged through online records of learning and parents' evenings. Home learning boards have also been introduced to strengthen parental involvement. Staff build on and extend children's learning well. As toddlers explore sensory activities, staff introduce new words and ignite their natural curiosity. Staff build on two-year-old children's interests as they play imaginatively with role play toys. Pre-school children show great creativity with dough and staff engage them in exciting storytelling.

### Personal development, behaviour and welfare are good

Staff mirror home routines in a nurturing environment, helping babies and toddlers, in particular, to feel secure. They greet families warmly and babies enjoy a reassuring cuddle. Staff support children's move within the nursery and on to school well to foster their continued sense of security. Staff obtain important words to help settle new children who speak English as an additional language. They carry out their own key child's care routines, strengthening attachments. Babies investigate textured objects with intrigue while contentedly sitting on the knees of staff members. Pre-school children are kind and helpful. Staff use a feelings registration board, feelings tree and activities, such as paper plate face collages, in order to help pre-school children express their emotions. Children behave well. Toddlers are gently reminded about sharing and taking turns. Pre-school children help to create room rules and respond positively to fun tidy up songs.

### Outcomes for children are good

All children make good progress from their starting points. Children working below the expected levels of development for their age are identified and supported well at an early stage. There is one-to-one support for children who have special educational needs and/or disabilities, and strong links with other professionals. Children develop skills that prepare them for moving on to school. They maintain focus well, are confident learners and celebrate difference. Children show good levels of energy and engagement, eagerly partaking in activities. They play collaboratively, share ideas and confidently communicate.

## Setting details

<b>Unique reference number</b>	510088
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1064224
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Primley Park Children's Nurseries Limited
<b>Registered person unique reference number</b>	RP905371
<b>Date of previous inspection</b>	19 February 2013
<b>Telephone number</b>	0113 2667221

Primley Park Children's Nursery (Alwoodley) was registered in 1991. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications; four are level 2, seven are level 3, one is level 4, one is level 5 and one staff member holds qualified teacher status. 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. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

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