

# Primley Park Children's Nursery (Moortown)

437 Street Lane, Moortown, Leeds, West Yorkshire LS17 6HQ



<b>Inspection date</b>	11 September 2018
Previous inspection date	20 August 2014

<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 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

### The provision is good

- The manager is very motivated, organised and supports her team well. She uses external evaluation of the setting as a starting point to develop detailed and sustainable actions to continually improve the quality of the setting.
- Staff encourage children to develop their drawing and writing skills. They help them to identify the initial letter sounds in words. Younger children remember familiar songs and join in enthusiastically. Children's literacy is developing well.
- Partnerships with parents are strong. Staff work with parents from the very start to meet children's individual care and learning needs. Parents trust staff to keep their children safe and secure. They feel their children are happy and developing well. Children make good progress.
- Children behave very well. Staff sensitively help young children to understand the rules. They help children to remember their manners and think about how their behaviour affects others. Older children are assertive as they ask their friends to 'stop what they are doing' if they do not like it.

### It is not yet outstanding because:

- Staff in the pre-school room do not consistently provide highly challenging activities for older boys to maximise their learning even further.
- The manager does not consistently analyse information about groups of children's achievements to help raise the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- focus teaching more precisely to provide highly challenging activities for the older boys, to extend their learning even further and support outstanding achievement
- analyse information about the progress of different groups of children to help identify where practice can be improved even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and individual care practices. She evaluated how well these supported children's learning and emotional well-being.
- The inspector held a number of meetings with the nominated person, the manager and the new compliance manager.
- The inspector checked various documents, including children's records, a sample of policies and procedures, complaints and resolutions. She also discussed the nursery's self-evaluation.
- The inspector completed a joint observation with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Kate Banfield

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are trained in safeguarding and understand their responsibilities to keep children safe from harm. They know what to do if they are concerned about the behaviour of a colleague. Managers deal with any concerns from parents promptly and follow their complaints procedure. Staff assess potential risks to children and make certain that the nursery is secure and no unauthorised people can enter. Senior managers ensure that staff are effectively deployed and supervise children at all times. The manager uses peer observations and one-to-one meetings to help staff effectively and support them in their role, overall. The manager monitors children's attendance effectively. Staff identify any gaps in individual children's learning and successfully provide additional support to help them catch up quickly. Partnerships with local schools are well developed. Staff share information about children's learning to help to make sure that their move to school is a positive experience.

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

Staff are qualified and make accurate assessments of individual children's progress. Babies are happy, settled and demonstrate the determination to explore as they confidently crawl. Staff provide textures and materials that babies are interested in and support them as they investigate. Babies delight in playing peek-a-boo with staff. Older children demonstrate their good understanding of the world as they describe the characteristics of octopuses and chameleons. Staff skilfully extend children's knowledge and vocabulary as they introduce new words, including 'camouflage' and 'predators'. Staff introduce traditional games that children enthusiastically enjoy. Children confidently take the lead as they pretend to be the wolf and tell the time. Staff skilfully join in children's play and effectively encourage their counting skills.

### Personal development, behaviour and welfare are good

Babies and children display their positive self-esteem and emotional well-being. Key persons manage children's entry into the nursery and movement between rooms sensitively. Key persons ensure that nappy changing procedures are organised effectively to meet children's individual care needs. Staff provide freshly prepared food and snacks. They ensure that children's individual dietary requirements are adhered to carefully. Staff encourage children's self-care skills and independence well. Younger and older children serve themselves at lunchtime. They also follow good hygiene routines and manage their personal care well. Staff help all children enjoy playing in the garden each day. Children challenge their physical abilities and demonstrate good balance, coordination and control as they ride bicycles confidently over the different surfaces. Children's physical well-being is strong.

### Outcomes for children are good

Children are active and motivated learners. Older children use scissors confidently and accurately to cut straws to paint with, and young children use good hand control to draw circles. Babies explore books with interest and shake musical instruments to repeat the sound. Children display a positive attitude to their learning and develop the skills they need for the future, including starting school.

## Setting details

<b>Unique reference number</b>	510087
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10077534
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	74
<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>	20 August 2014
<b>Telephone number</b>	0113 2688221

Primley Park Children's Nursery (Moortown) registered in 1995. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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