

Priory Preparatory School Nursery

Inspection report for early years provision

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Inspector

June Fielden

Setting address

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Type of setting

Childcare on non-domestic premises

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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 Preparatory School Nursery was established in 1921 as an independent preparatory school for boys, and is managed by an educational trust. The nursery operates from a playroom, assembly hall, gymnasium, music room and a dedicated outside play area. The school and nursery is located in a residential area in Banstead Village. It is open each week day during term time from 8.30 am to 12.30 pm, with the opportunity for children to remain for a lengthened day until 3.00 pm.

Children attend from two to 13 years of age. The nursery is registered on the Early Years Register for a maximum of 16 children from two to three years. The nursery supports children with special educational needs and/or disabilities.

There are four members of staff working directly with the children, of whom three hold early years qualifications to at least level 2. One member of staff within the nursery has recently achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at Priory Preparatory School Nursery benefit from the extremely caring environment, where staff are conscientious about maintaining children's safety. Staff have a thorough understanding of each child's specific requirements in order to successfully meet their welfare and development needs. As a result, children make extensive progress in their learning. Staff have a purposeful relationship with parents and others involved in providing care for children attending the setting. The nursery provides an inclusive environment for children and effectively promotes their understanding of diversity. Through self-evaluation the setting is able to monitor the successful service they provide for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that the member of staff with Early Years Professional Status continues the good practice of providing on-going development training in observing, assessing and planning for all staff caring for children up to three years of age

The effectiveness of leadership and management of the early years provision

Staff are dedicated to ensuring the best possible outcomes for children, and as a result, they take advantage of various training opportunities to improve and update

their knowledge. The nursery's effective vetting procedures ensure that all staff working with the children are suitable to do so. Designated staff have an excellent understanding of their legal duties and responsibilities to ensure children's welfare. The nursery's successful partnership with parents promotes a free exchange of information with them, to further assist in protecting children from harm. Staff work extremely well together to ensure the smooth running of the nursery, hence creating a fruitful learning environment for children. Daily checks of the setting are made by staff to maintain children's safety, and effective risk assessments are conducted for the nursery. These are reviewed regularly, in the manner required by the Early Years Foundation Stage. The setting has an extensive collection of recently reviewed policies and procedures, all of which are available to parents, to ensure children's well-being.

The nursery makes exceedingly good use of the space available, and the setting is well laid out to ensure that resources to cover all areas of learning are easily accessible to children. There are colourful displays of children's work on the walls, to create a welcoming atmosphere. Staff manage equipment effectively to ensure that children are offered a substantial variety of resources, in order to maintain their interest. Children learn how to grow plants for food, and staff talk to them about how they develop, and provide visual resources to raise their understanding of this subject. Staff have made a recycling bin accessible to children, to raise their interest in this area, and they use waste materials when making their models. Welcome signs in different languages are on the walls, as well as posters to develop children's knowledge of other cultures. Staff have resourcefully used photographs of the different children attending the setting to produce learning aids, such as a number chart. Staff teach children about a variety of different festivals, and parents are gainfully used to speak to the children about their own cultures. They also provide extensive assistance to children with English as an additional language when they are on roll, providing them with a support plan to help them build up their use of English. Staff are involved in the settings thorough self evaluation, and they identify their partnership with parents and the warm, welcoming atmosphere they create as some of their real strengths. Since registration the group has made substantial improvements to the setting, especially with regard to the free-flow system they have introduced. When this is in operation it allows children to choose whether to participate in outdoor play, or use the activities in a particular room in the nursery, by placing their name on a chart to inform staff of what they are doing.

Parents are exceptionally pleased with the care provided for their child and the feedback they receive from staff. They are welcome to spend time with their child to settle them in when they first attend the nursery. All parents receive a daily contact book to allow for an effective exchange of information. They are provided with an annual report on their child as well as two shorter assessments of their progress during the year. Parents also have the opportunity for individual meetings with staff to discuss their child's progress further, and to look at their development records, which are available to them at anytime. Their opinions on the setting are sought at these meetings, and their comments are efficiently added to children's records. Parents are further involved in their child's learning by regularly being asked for information on their interests. Staff are happy to meet parents requests for ideas for activities to complete with their child at home, to further develop their

learning. Children also take home their work to share with parents, so that they are well aware of how they have spent their time at the nursery. Staff liaise exceedingly well with any other groups that children also attend. They have an extremely good understanding of the need to exchange information and work with other professionals supporting children with special educational needs or disabilities.

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

Children are provided with purposeful activities that enable them to make substantial progress in all areas of learning. Resourceful planning is in place which is based on children's next steps in learning. Staff obtain effective information from parents when children are registered with the nursery, in order to ascertain children's starting points. They make efficient observations and assessments of children to assess their future needs. There is an excellent balance of adult led and child initiated activities. Each child has their own development folder in which their observations and assessments are stored. Staff highlight and date all achievements children make, and provide evidence to support these. Although there is an effective system of observing, assessing and planning to meet each child's needs, the member of staff with Early Years Professional Status is continuing to further develop this good practice. As a result, she provides on-going development training in this area to all staff caring for the youngest children in the nursery. She holds weekly meetings with staff to discuss the planning, to ensure that they are all involved. Children participate in enjoyable and challenging experiences during their day at the nursery, such as developing their phonic knowledge through rhymes which they all sing together at the end of the morning. They enthusiastically use hand actions to accompany these rhymes. Children giggle as a familiar big book is shared with them by staff, and they are able to answer questions about the story, showing that they have been listening. For example, the children were asked about what made the kites in the story fly, and they were able to state that it was the wind. Children develop their number skills as they count how many are present at registration, and staff assist them in adding one on to that number when another child arrives. They are provided with extensive opportunities to socialise at snack time, and when they sit together to eat at lunch time.

Children follow effective hygiene routines with regard to hand washing, and paper towels and liquid soap are available for them to use, to avoid the risk of cross-contamination. They are offered a nutritional diet, and water is always available to ensure that children are not thirsty. Children use the outdoor play area each day for healthy exercise, and staff make them aware that they need to put on warm clothing before going outside when it is cold. Staff effectively raise children's understanding of keeping themselves safe by explaining to them at their level why they should not do something that could be dangerous. Children are happy to approach staff and talk to them in a confident manner during the session, and go to them for reassurance when they are upset, showing that they feel very safe in their presence. They practise their emergency evacuation plan with the rest of the school, and the details of these drills is well recorded. Staff use successful

strategies with children to promote good behaviour. They are very positive with them, and children are rewarded with certificates for being kind and helpful, and showing good listening skills. Staff purposefully prepare children for the transfer to school by taking them to sit and eat in the dining hall at the same time as the older children, and by letting them participate in small concerts in front of an audience. Children are provided with extensive opportunities to develop skills for the future, as they use scales and water to measure and solve problems. They also have access to an effective range of equipment to enable them to experience using information technology, such as a computer and an electronic whiteboard.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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