

Inspection of The Priory Day Nursery

The Priory Day Nursery Ltd, 18 Grange Close, Middlesbrough, Cleveland TS6 7LD

Inspection date: 20 June 2024

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

What is it like to attend this early years setting?

The provision is good

Staff have high expectations for children and their families. They have secure relationships with them and promote a 'family, home-from-home' ethos. Children are happy to attend the nursery and run in with a member of staff. Since the pandemic, parents drop off and collect children at the main entrance. However, staff ensure they maintain effective communication with them for continuity of care and learning. The manager and staff team have a clear curriculum for children which meets their individual needs. Children build secure foundations for future learning and staff focus on preparing them to start school. For instance, staff work towards curriculum goals in each room of the nursery to ensure children develop the necessary skills to move on.

Staff gather information about children's interests and stages of development when they start. This helps them to plan experiences which children enjoy. Children develop good levels of self-confidence and resilience as they explore the activities with interest. Young children scoop coloured balls in the water tray and show delight when they count them out. Staff encourage babies to explore creative resources and begin to play imaginatively in the garden. Older children are keen to develop their early mark-making skills and choose to practise writing their names with marker pens. Staff help children to understand the things they have done well and regularly offer words of praise and stickers for their efforts. Children show pride in their achievements and have a clear understanding of the boundaries and expectations.

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

- Staff provide an exciting curriculum for children. They consider where children prefer to learn and plan activities for them to access independently and practice their skills. For example, children thoroughly enjoy being outdoors and show higher levels of concentration during experiences. Staff model language to children as they use magnifying glasses to find bugs. Young children develop their physical skills as they use large circle movements with their arms to make marks in the paint.
- Some staff use specific strategies to promote older children's speech and language development during planned group activities. Others model clear words to babies as they play outdoors. Toddlers benefit from circle time with favourite songs and rhymes. However, during young children's self-chosen play, staff do not continue to focus their teaching to help children make progress towards their goals.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. They provide one-to-one support and work towards specific learning targets. Children enjoy being in the sensory room and respond to the

high-quality interactions with staff. Staff know them very well and have close relationships with them. They work alongside other professionals and share relevant information. Extra funding is spent effectively. For instance, children now have access to a sensory room to help them have a calm, quiet space which staff also use for one-to-one and small group work.

- Children show an awareness of how to keep themselves safe. Staff talk to them about the importance of wearing sun hats and using sun cream. Older children confidently share their knowledge about the importance of handwashing and good hygiene. They are keen to take an active part in their own self-care. Staff complete daily risk assessments to ensure all areas are safe and suitable for children.
- The curriculum for children's personal, social and emotional development is a strength in the nursery, Staff work hard to build strong relationships with children and their families. They are good role models for children and consistently model kindness and good manners. This has a positive impact on children's behaviour, and they develop good social skills. For example, older children help each other with their school bags.
- Staff have access to a range of professional development and benefit from regular supervisions with the manager. Apprentices say they feel supported here and have a 'buddy' who models good practice. However, staff's training does not always link to developing their skills to meet children's individual needs. For instance, although some staff work with children who have speech delay, they have not had any training to develop their skills.
- Partnership working is very positive. The manager works closely with the local authority advisers and SEND team to support children. Staff provide parents with information about their children's development and promote continuity of care. Parents leave positive feedback for the nursery. They say their children have grown into confident, happy people and attribute this to the nursery staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus staff's teaching to ensure children's individual learning goals are focused on consistently throughout the day
- provide staff with training to support children's speech and language development even further.

Setting details

Unique reference number	508306
Local authority	Redcar and Cleveland
Inspection number	10307314
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	1 to 9
Total number of places	69
Number of children on roll	41
Name of registered person	The Priory Day Nursery Limited
Registered person unique reference number	RP524033
Telephone number	01642453779
Date of previous inspection	19 July 2023

Information about this early years setting

The Priory Day Nursery registered in 2000 and is located in Grangetown, Redcar and Cleveland. The nursery employs seven members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3 or above. and the manager holds a relevant level 5 one. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It is closed for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector indoors, during two planned activities.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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