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|  The Priory Nursery  |  |

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|  The Priory Witham Academy, De Wint Avenue, Lincoln, LN6 7DT  |  |
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| Inspection datePrevious inspection date |  7 April 2015  21 February 2012  |

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| The quality and standards of the early years provision | **This inspection:** | **Good**  |  **2**  |
| Previous inspection: |  Outstanding  |  1  |

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| How well the early years provision meets the needs of the range of children who attend | Good |  2  |
| The contribution of the early years provision to the well-being of children | Good |  2  |
| The effectiveness of the leadership and management of the early years provision | Good  |  2  |

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| The setting **meets legal requirements for early years settings**  |  |

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| Summary of key findings for parents |
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|  This provision is good   |

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|  |  Children make good progress because staff have high expatiations of them. Staff provide a wide range of adult-led and child-initiated activities that motivate children to learn. This means that children are keen to learn more and they demonstrate a love of learning.  |

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|  |  The provider, who is the head teacher of the local school, works closely with the manager to effectively monitor the educational programme and children's progress.  |

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|  |  Staff include everyday objects in children's play. These help children to develop good a knowledge of the world around them. Children speak excitedly to one another as they investigate a variety of fresh vegetables. They pretend to bake cakes and demonstrate their understanding of how to keep themselves safe, as they remind their friends that the cooker is hot.  |

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|  |  The manager has an excellent understanding of matters that need to be notified to Ofsted. Staff record relevant information when incidents occur and share these appropriately with senior staff and parents. The manager regularly updates and reflects upon practice, acting immediately to significantly minimise risks to children.  |

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|  |  Staff are well trained in safeguarding and child protection. They demonstrate a good understanding of the procedures to follow should they have a concern about a child's welfare. Rigorous recruitment systems ensure that newly appointed staff are suitable to care for children.  |

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|  It is not yet outstanding because:  |

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|  |  Staff do not always use every opportunity to test the skills of older, more able children. This means that on occasions, this group of children is not given higher levels of challenge to support their best possible progress.  |

**What the setting needs to do to improve further**

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

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|  |  support staff to recognise more opportunities where they can challenge older children, to test children's developing skills and promote their best progress in all areas of learning.  |

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## Inspection activities

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|  |  The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.  |

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|  |  The inspector spoke with staff members and children during the inspection.  |

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|  |  The inspector held meetings with the principle early years educator and the manager of the provision.  |

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|  |  The inspector looked at children's assessment records and planning documents.  |

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|  |  The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.  |

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|  |  The inspector spoke to a small selection of parents during the inspection and took account of their views.  |

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|  |  The inspection was carried out as a result of a risk assessment following a notification made to Ofsted.  |

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| **Inspector**  |
|  Andrea Price  |

## Inspection findings

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| **How well the early years provision meets the needs of the range of children who attend. This is good**  |

Staff use a wide variety of teaching strategies to motivate children to learn and develop the skills they need for learning in school. Information is gathered from parents to establish accurate starting points for children's learning and development. Staff complete regular observations and assessments, which identify clear next steps for each child. Children enjoy practising their early writing skills during play as they attempt to label their own work. Children are able to sound out the letters of their name. Staff encourage them to think creatively and solve problems. Consequently, children find out independently how to use structures and fabric of different lengths to build dens. Staff praise their efforts, which promotes the children's self-confidence. However, staff do not always present older children with challenges that test and extend their skills. Nevertheless, children are well prepared for the next stage in their learning. There are very good links with the adjoining school. Reception teachers regularly come into the setting prior to children starting school. This helps children cope well with the move.

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| **The contribution of the early years provision to the well-being of children is good**  |

The nursery provides a stimulating environment where all children are warmly welcomed by staff. Children are happy, confident and eager to take part in nursery life. Staff manage the children's behaviour well. Staff demonstrate a clear understanding of their roles and responsibilities to promote the safety, welfare and learning of children. They are deployed effectively and supervise children well. Staff support children's emotional well-being successfully. Effective procedures enable children to make smooth transitions from home to nursery and room to room. Children make strong friendships and build secure attachments with key staff. Babies laugh and have fun with staff as they play peek-a-boo. Older children are given age-appropriate responsibilities, such as, helping new children to settle-in and to lay out the tables for mealtimes. This fosters their confidence and independence skills and prepares them well for the next stage in their learning. Children enjoy many opportunities for fresh air and exercise in the well-equipped outdoor learning environment.

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| **The effectiveness of the leadership and management of the early years provision is good**  |

The recently appointed manager is fully supported by senior staff and the nursery's registered provider. Arrangements for the recruitment and vetting of new staff are robust. Staff qualification ratios are met. Staff are highly qualified and most hold paediatric first-aid qualifications. Further training opportunities are encouraged by the provider. Supervision meetings are conducted regularly to assess staff performance and staff are encouraged to assess each other's practice. They are able to identify strengths and areas of development and there is a keen drive to improve. Children's development is monitored regularly and any gaps in children's learning are identified and addressed quickly. Staff work well with other early years providers involved in children's care and learning. This means that children receive a consistent and continuous approach to their learning.

## Setting details

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| **Unique reference number** | EY426713 |
| **Local authority** | Lincolnshire |
| **Inspection number** | 1010289 |
| **Type of provision** |  Full-time provision  |
| **Registration category** | Childcare - Non-Domestic |
| **Age range of children** | 0 - 5 |
| **Total number of places** | 92 |
| **Number of children on roll** | 90 |
| **Name of provider** |  The Priory Federation of Academies  |
| **Date of previous inspection** |  21 February 2012  |
| **Telephone number** |  01522882900  |

The Priory Nursery was registered in 2011. It is managed by The Priory Federation of Academies and is situated within the grounds of The Priory Witham Academy in Lincoln, Lincolnshire. The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 to 6, including four with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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