

# The Playroom

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY266430
<b>Inspection date</b>	19 February 2008
<b>Inspector</b>	Ann Keen
<b>Setting Address</b>	70 Musters Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7PR
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<b>Registered person</b>	West Bridgford Out of School Care Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Playroom Day Nursery opened in 1997. It operates from a converted detached house in a residential area of West Bridgford, Nottingham, and serves the local community. The nursery is registered to provide places for 48 children under eight years of age. There are currently 63 children on roll, including 27 children who receive nursery education funding. The setting opens Monday to Friday from 07:45 to 18:15 for 52 weeks of the year, with the exception of bank holidays.

Children are cared for on two levels with direct access to suitable toilets and changing areas. There is a safely enclosed outdoor play area. Children attend a variety of sessions each week. The nursery currently supports children with learning difficulties and/or disabilities and has no children with English as an additional language. Fourteen members of staff have early years qualifications to at least National Vocational Qualification Level 3. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are helped to keep healthy because physical play and exercise form a good part of children's daily routines. An interesting outdoor area is the focus of activity where children of all ages enjoy using a suitable range of outdoor play equipment. Children have good access to drinks even at those times. Staff ensure each group of children enjoy time with their own age group by agreeing a rota for use of the space. Children are becoming confident in developing their fine motor skills, for example, they enjoy activities which involve cutting and manipulating keyboards.

Risks to children from infectious illness are minimised because parents are clearly informed about the circumstances under which children cannot be cared for. Several members of staff hold current first aid certificates, which means they are well prepared in the event of an emergency. Staff follow a procedure for administering medication and records which always include the parents' countersignature. Children are cared for in clean and suitably maintained surroundings with generally good standards of hygiene throughout. Children are familiar and comfortable with hygiene routines such as hand washing, although some hygiene practices especially at snack times are an area for improvement. Children enjoy nutritious meals and snacks and meals are freshly prepared each day. Good account and information is effectively shared if children are known to have allergies. Snacks often include fresh fruit and children enjoy a sociable atmosphere during meal times. Children have excellent opportunities to learn about healthy eating. They understand about different foods through cooking on a daily basis; they make vegetable scones, for example, which are then shared with all the children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The overall safety of children is positively protected because staff are knowledgeable about their roles and responsibilities to safeguard children. They are familiar with the process for monitoring, recording and reporting concerns and follow clear procedures. Staff effectively describe how they act in the best interest of children at all times and clearly demonstrate the action they take if there are any concerns about their welfare. The nursery understand the role of Ofsted and policies include the process to follow should any allegations be made against a member of staff.

The arrival and departure of children is closely monitored. The main front door is answered personally by staff who check the identity of visitors and constantly remind parents not to let other people in, therefore ensuring children's safekeeping. Children are well supervised and their arrival and departure times are consistently recorded. Children enjoy playing with a good range of safe and suitably maintained toys and equipment, appropriate to their ages and stages of development, which do not pose a risk to children. Children are looked after in secure surroundings with suitable systems in place to ensure any potential safety risks are minimised. Routine safety procedures such as regular fire drills are in place to help protect children and basic risk assessments are carried out and recorded by staff. Children benefit from having comfortable sleeping areas and are well supervised when they sleep and staff monitor sleeping children.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children receive a warm welcome from staff and are comfortable and secure in the setting. Space is suitably prepared in advance and children settle quickly into activities. Toddlers share and enjoy a range of activities such as experimenting with paint and glitter. They enjoy free play and have books of photos of themselves and their activities which they can access freely, providing interest and choice for them. Staff ensure children have good opportunities for physical activity despite bad weather as they use baby swings, for example, for active indoor experiences. Children explore their play spaces and babies show interest and curiosity in their comfortable surroundings. Babies avidly explore resources all of which are made easily accessible, and they enjoy warm interaction with staff. Activities for babies are changed regularly to help ensure their interest remains stimulated. At the end of the day parents receive information about their children covering aspects of their children's eating, sleeping and changing routine.

### **Nursery Education**

The quality of teaching and learning is good. Children engage in a suitable range of activities which are helping them to make very good progress during their time at nursery. Staff demonstrate a good understanding of the curriculum guidance for the Foundation Stage and this enables them to plan worthwhile activities for the group who are lively and motivated to learn. Systems for monitoring children's progress and planning for their future learning are in place and provide well for children's learning, consequently children achieve very well. Staff have developed comprehensive development files which are used well to record observations and show evidence of children's progress. These are used effectively to set out how staff intend to help children move on to the next step in their development. Staff use a range of teaching methods to help children learn such as creating a hairdresser's so children can have 'real life' experiences which are meaningful to them. Staff manage children's behaviour well; they ensure children sit appropriately at lunch times, for example. The room is organised so children have a broad range of interesting and stimulating activities. However, some of the groups are not organised to make best use of children's learning and experiences. They use the indoor and outdoor space effectively to provide for a variety of areas of learning. Staff plan activities using skittles and hoops, for example, to create effective games that help children to learn about numbers and taking turns in a fun way.

Children play happily and comfortably alongside their peers. They are learning to co-operate well together and they understand that they have to wait to tell their name to 'George', helping them to develop very good social skills. They are beginning to consider the feelings of others and make friends with other children; a child kindly offered another to share his card so he could join in the game. Children spontaneously learn to sign and can easily sign, 'I am happy' and 'proud'. They are gradually learning how to listen to others and concentrate well. Children participate extremely enthusiastically in games where they listen and identify sounds on a tape such as tap dancing and ducks, developing their listening skills and concentration very well. Number work is built into children's everyday activities and routines successfully. Staff encourage children to think about numbers as they talk with them about what they are doing, such as the number of skittles knocked over. They confidently count and good labelling around the room also helps children begin to recognise numbers. Children successfully learn about other aspects of the natural world when they are taken out on numerous visits such as Wollaton Park and Sherwood Pines. Consequently, children's experiences are very well extended. Displays on the wall show children's images and creative work using a good variety of materials. Children enjoy mixing paints and discuss how they can make the colours that they want to make their friendship

flowers. Children are becoming aware of the world of technology and confidently use keyboards and telephones as part of their play. The nursery organises daily physical activity so children are able to develop their physical skills well. They spend time outside as well as music and movement sessions inside to develop control and co-ordination.

### **Helping children make a positive contribution**

The provision is good.

Children's efforts are praised and they are actively encouraged to be kind and considerate to each other. They are very well behaved and play happily together. Children's growing awareness of different cultures and languages is supported very well by a range of activities and resources. The nursery is particularly proud of children's knowledge of Spanish and children use words they have learnt spontaneously and confidently. They also sign, supporting children's communication skills very well. This helps foster children's social, moral, spiritual and cultural development. There are good systems of support in place for children with learning difficulties and/or disabilities, should the need arise. Parents receive a friendly welcome from staff and receive clear information about all aspects of provision, this includes providing them with Ofsted contact details. They have a welcome pack available to them so parents are well informed about the provision. The nursery suggests activities for parents to do at home like 'puddle jumping' as a fun way to support children's development.

The partnership with parents and carers of children in receipt of nursery education funding is outstanding. One of the reasons that this area is particularly effective is the fact that parents feel that the staff genuinely work with them for the benefit of their children. Staff have established extremely effective systems to communicate with parents to keep them well informed and involved in their children's learning. A recent evening to help parents appreciate how mathematics is taught to their children proved very successful and the nursery expects to repeat its success with a similar event in future. Such events inform parents and also provide ideas of effective ways to help children at home.

### **Organisation**

The organisation is good.

Children's care, learning and play is enhanced by effective and efficient organisation. Recruitment and induction procedures ensure that staff have relevant experience and skills to create a caring atmosphere for children. Children are cared for by a suitably qualified staff team, some of whom have also undergone additional training in areas such as, Quality Circle Time, health and safety, first aid and safeguarding children. All staff have been checked for their suitability to work with children. There is sufficient space for the number of children in the nursery and the space is very well organised to allow children to develop their own ideas and provide for their individual requirements. Staff are fully involved with the children at all times and robust systems are in place to maintain good ratios of staff to children. Overall children's needs are met. There is an awareness of the strengths and weakness of the setting and a commitment from senior childcare staff to improve practice where necessary and further develop the service for all users. Policies and procedures relating to the health, safety and welfare of children are effective in practice to protect children.

Leadership and management of the nursery education is good. There are systems in place to monitor the delivery of the Foundation Stage and children's learning is well supported through the nursery's ability to assess its own strengths and weaknesses. The management team are

highly committed to improving nursery education and are constantly striving to improve their practice.

### **Improvements since the last inspection**

At the last inspection the nursery was required to improve assessment and planning to build on what children know and can do and review the organisation of staffing. All staff now have a clearer understanding of how they can affect the learning intentions for all the children they work with and how to move children's learning forward.

The care element of the inspection required the nursery to ensure that staff understand current child protection guidelines and extend children's knowledge of diversity and equality. Staff understand their roles and the nursery's policies to ensure they safeguard children. Children have good opportunities to participate in activities to acknowledge and value differences between individual children and enable them to learn about the wider world.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- take positive step to consistently promote good hygiene practices.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that groups are always organised effectively to promote children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)