

# Childsplay Nursery

Inspection report for early years provision

---

**Unique Reference Number** 110047  
**Inspection date** 12 October 2007  
**Inspector** Alison Jane Williams

**Setting Address** Childs Play, St. Marys Road, Hayling Island, Hampshire, PO11 9DD

**Telephone number** 023 92462608

**E-mail**

**Registered person** Susan Bailey

**Type of inspection** Integrated

**Type of care** 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 outstanding.

### WHAT SORT OF SETTING IS IT?

Childsplay Nursery is privately owned provision, which has been registered since 1991. The nursery serves families living in Hayling Island and the surrounding areas. It is situated in purpose built premises in the grounds of Mengham School and has an enclosed area for outside play. A maximum of 50 children may attend the nursery at any one time. It is open Monday to Friday 08.00 - 18.00, a week all year round. Children can attend on a full-time or part-time basis and the nursery receives government funding for nursery education. There are currently 77 children on roll, including 33 children who are in receipt of funding. The nursery offers appropriate support to children who have learning difficulties and/or disabilities and English as an additional language.

There are 14 members of staff who work directly with children, the vast majority of whom hold relevant child care qualifications. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are developing a clear understanding about the importance of healthy eating. They learn about which foods are good for them and where different foods come from through discussions and planned activities. A snack bar system is in operation and children's independence is well promoted, as they pour their own water from the jugs provided and help themselves to various fresh fruit. Cooked meals are available at lunch time, although some of the children who access the nursery choose to bring a packed lunch. Comprehensive procedures are in place to ensure children's special dietary or religious requirements are met. Allergies and parental wishes are recorded in detail and all staff are fully informed, ensuring children's individual needs are met and respected at all times. Daily diaries are used to record babies' intake of milk and food, helping to ensure their nutritional needs are monitored and met.

Children will be attended to immediately in the event of an accident, as the majority of staff are qualified in first aid. Fully stocked first aid kits are stored in various locations around the nursery, ensuring they are easily accessible to all age groups in an emergency. Staff are fully aware of the systems to record accidents, incidents and the administration of medication, as clear written policies and procedures are in place. Children learn about the importance of personal hygiene through consistent daily routines and are developing good self care skills. Children in the pre-school know they must wash their hands before eating and after toileting and are developing a simple understanding of germs. Their independence is well promoted, as child size toilets, potties and steps are provided, enabling them to use the facilities with little or no help. Staff consistently implement stringent procedures to ensure health and hygiene are successfully promoted across all aspects of the setting. For example, they wear disposable gloves and aprons for nappy changing and clean the changing area thoroughly, using an anti-bacterial solution. Children's bed linen is laundered daily and their dummies are kept in a sterilising solution, helping to ensure the nursery is a very clean and comfortable place.

Children of all ages have daily access to a secure garden, which incorporates covered play areas, enabling them to enjoy the benefits of being outside regardless of the weather. There are doors leading from all play rooms into the communal garden, enabling children to move freely between the indoor and outdoor play spaces. Children run around and exert themselves and they have many opportunities to develop their co-ordination and large muscle skills, climbing, balancing, riding bikes and scooters and playing ball games.

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

The provision is outstanding.

The nursery provides a comfortable, welcoming, stimulating, child centred environment. Children benefit greatly because they are able to move freely, confidently and safely around the inside and outside play areas. The purpose built premises are bright, airy and spacious and good use of space enables children to be seen by staff at all times, as well as allowing them the freedom to independently access the various areas, including the toilets. The nursery is divided into designated areas for children of different age groups. This helps to ensure they are well cared for and have access to appropriate facilities and equipment to meet their developmental needs successfully. The nursery is an extremely bright, attractive and vibrant environment. Children's art work is on display throughout the provision and useful information to support the children,

their parents and the staff is displayed on the walls and tables in the entrance area, making all visitors and families feel extremely welcome.

Children benefit from an exceptionally safe and secure environment. The front door is kept locked at all times and access to the provision is strictly monitored. All visitors to the setting are required to sign in and out of the visitor book and show proof of identification. A full record of everyone on the premises is maintained, helping to keep the children secure and ensure that no un-vetted persons have access to children. Comprehensive written risk assessments are in place covering all aspects of the nursery, ensuring all staff are fully aware of their individual roles and responsibilities towards the safety of the premises and the children. Children's safety is extremely well ensured because staff implement thorough daily checks on all areas to ensure hazards and potential dangers are identified and removed immediately. Staff are vigilant and children are kept safe and well supervised at all times. Children of all ages and stages of development, throughout the nursery access a broad range of toys, resources and play equipment daily. These are used imaginatively by skilfull staff to promote children's progress and development in all areas. Equipment and resources are stored at a low-level, enabling children to access them easily, freely and safely, developing their independence and freedom of choice effectively.

Children are extremely well protected because staff have a very clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. The majority of staff have attended child protection training and they have a good awareness of the possible signs and symptoms that may indicate a child at risk. Detailed policies and procedures are in place and shared with parents, to ensure they are aware of the nursery's responsibilities.

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

The provision is good.

Children benefit from a friendly, caring and supportive environment, in which they begin their early learning. Staff have successfully implemented the Birth to three matters framework to observe children's progress and to plan activities and experiences, aimed at the age and developmental stage of the younger children attending. Children under three years enjoy a wide and varied range of planned activities and free play opportunities daily. They are happy, confident and actively involved in their learning and play. They enjoy attending the nursery and children are quick to settle on their arrival. Children are happy and confident and actively involved in their play. They benefit from extremely positive interaction from staff who involve themselves in children's play. Children enjoy sitting on the floor cuddling into staff sharing picture books and nursery rhymes. Staff are very caring and affectionate with younger children, cuddling and reassuring them if they become distressed. Younger children receive plenty of praise and attention, helping them to develop close relationships. Babies and toddlers feel secure as staff follow familiar routines from home and they enjoy the added security of bringing a dummy or comfort blanket from home. Children are becoming competent learners and are keen to do things independently, such as feeding themselves and selecting resources. Staff encourage this by providing age appropriate aids such as different sized and shaped cutlery. A calm and relaxed atmosphere is apparent at lunch times, staff sit with children as they eat their meals offering assistance where required. Babies and toddlers investigate a range of natural and man made materials. For example, through the use of treasure baskets, containing materials of different textures. Children in the baby room are relaxed and calm. Staff play with them at their level, speaking softly and making eye-contact with the babies. Staff encourage

the children to choose resources, games and songs, helping them to become skilful communicators.

## Nursery Education

The quality of teaching and learning is outstanding.

The nursery education programme is extremely well organised. The nursery manager and deputy both have an exceptional understanding of how children learn most effectively and use their secure knowledge of the curriculum to plan an excellent range of exciting and stimulating activities and experiences, through focused activities linked to topics. Together they review and evaluate all aspects of the routines and daily activities, to ensure they work well and the aims and objectives of each activity fully are met. They use their knowledge and experience to successfully guide and support and guide the rest of the pre-school staff. Children make rapid progress towards the early learning goals because the activities provided are closely linked to the stepping stones and are planned to extend individual children's development in all of the six areas of learning. Staff are fully aware of the purpose of each activity and deliver them with clear objectives in mind. They use different ways to assess children, including the use of post it notes, formal observations and photographs and comprehensive new systems to monitor and record children's progress are currently being introduced. Staff interact extremely well with the children and use good questioning techniques to encourage them to think through ideas and work out their own solutions to problems. Children's learning and understanding is extended through effective questioning, discussion and practical activities. Daily routines are balanced and allow opportunities for children to focus on individual tasks and to take part in activities in small and large groups. Some parts of the sessions are structured, while others allow children the freedom to participate in activities of their own choosing.

Children have a very positive attitude to learning. They participate fully in the wide range of activities provided and they are keen and eager to learn. They confidently suggest ideas and speak in group situations, explaining what they would like to do next. They are able to concentrate and sit quietly when appropriate. They listen well and are able to follow simple instructions with ease. They show high levels of independence throughout the session. For example, they put on their own coats, wash and dry their hands, help themselves to drinks, self select toys and equipment and explain their ideas to staff and children. They form good relationships with adults and other children. They are able to take turns, share and co-operate well with each other. They are developing a good awareness of the boundaries set and behaviour expectations within the setting, as they are involved in establishing a set of simple rules. Their independence, confidence and self-esteem are well promoted and they are encouraged to have responsibility and make choices.

Children's speaking and listening skills are developing well as they talk confidently to the staff and their peers about themselves and their families. They are introduced to 'Jolly Phonics' and their understanding of letters, sounds and numbers is extended in group discussions about the day and weather. Staff make good use of these opportunities to encourage them to identify and recognise numerals, letters and words. Children enjoy listening to stories and make good use of the book area. They are beginning to understand that text has meaning as they handle books independently, holding them carefully and correctly, turning the pages and holding them the right way up. Children recognise their names as they self register on their arrival and they write or attempt to write their own names. They have ample opportunities to practise their emergent writing skills, as they freely access a range of writing tools and equipment in a

designated writing area and this is extended into the role-play area, to enable children to communicate their imagined ideas using emergent writing in different situations.

Children use mathematical language and say and use numbers all the time during their play. For example, they talk about which horses are big, biggest, small and smallest and at the sand pit they count how many spoonful it takes to fill the bucket. Staff are very good at encouraging the children to count and make the most of incidental opportunities. Children sing many songs with numbers and join in with confidence with number rhymes such as 'Ten Green Bottles' and 'Five Currant Buns'. Children develop their understanding of weight, size and measure. For example, they measure who is the tallest, float and sink objects in water and weigh out ingredients when cooking pizzas and bread. Children have opportunities for sorting, counting and matching, as they can freely access mathematical resources, such as compare bugs, weighing scales and number lines. They are beginning to recognise and recreate simple patterns, as they use 'Unifix Cubes' to follow the sequence printed on cards. Staff are very good at providing opportunities for them to recognise and become familiar with numerals. For example, children ride around the garden on numbered bikes and scooters and have to find a matching number on a parking space.

Children's knowledge and understanding of the world is well promoted through practical activities and discussions. They have ample opportunities to investigate and explore the world around them. Children are developing a sense of time as they recall past events, talking about what they did this morning. They are aware of the routines of the day and are able to say what will happen next. They enjoy planting and caring for plants and observe their vegetables grow and ripen in the garden. Watching the trees through the seasons, the changes in the life cycles of tadpoles to frogs and opportunities to collect leaves and conkers linked to pre-school topics help children develop a clear understanding of how things change over time. They search for bugs and mini beasts outside and use magnifying glasses to study them. Children enjoy regular use of the computer to enhance their learning, which enables them to develop their skills effectively. They are becoming familiar with the keyboard and gain good control of the mouse, as they access a varied range of age appropriate software.

Children use their imaginations well during role play. They develop their own ideas and negotiate roles with each other as they dress up and pretend to go on a picnic. Children handle a range of natural and manmade materials, as they print and create collages with leaves and twigs, do tree rubbings and put their hands in trays of spaghetti, they are encouraged to talk about their textures. Children sing songs and nursery rhymes from memory. They enjoy exploring sound and rhythm using a range of different musical instruments, some of which they make themselves. Their art work is brightly displayed around the walls, helping them to feel valued and part of the group. They are able to choose the materials they want to use during art and craft activities, independently select their own paints, paper etc.

Children move around the setting freely from one play area to another and demonstrate good spatial awareness both indoors and outside. They have daily exercise and gain a knowledge and awareness of their own bodies and build up confidence in themselves. They have regular opportunities to use the school hall for music and movement and dancing sessions. They are able to steer and stop ride-on toys after travelling at speed and can weave their way confidently around the garden. They are competent at climbing and balancing on outdoor equipment. Children's hand-eye co-ordination is developing well. They competently use a wide range of tools and materials, experimenting and developing their skills through practical activities. For example, they use pencils, glue sticks and play dough cutters and are developing good scissor control.

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

The provision is outstanding.

Children display high levels of confidence and self-esteem and respond extremely well to the continual praise and encouragement from the supportive staff. Stickers and special certificates are used to reward children for good behaviour and helping with specific tasks, such as tidying up. Staff are very effective in the way in which they manage children's behaviour, helping them to think about their actions and how this might affect other people. Children's behaviour is good and they show an awareness of what is right and wrong. They work and play together extremely well and recognise the need to share and take turns. Clear rules and boundaries are consistently implemented by all staff, so children know exactly what is expected of them. Staff act as positive role models and are friendly and courteous in all their interaction with each other and the children. Children are developing a clear awareness of behaviour expectations within the setting as staff explain the 'Golden Rules' through the use of role play and puppets. Individual behaviour plans are implemented to encourage those children who need additional guidance and staff work closely with parents and carers to support children with challenging behaviour.

Clear policies and procedures in place to support children with learning difficulties and/or disabilities. The nursery manager and the designated special needs co-ordinator for the group have both accessed relevant training. They jointly share the responsibility to attend regular information and support meetings, to ensure they have a secure understanding of their roles and responsibilities. Staff build sound relationships with the parents and the setting has developed close links with many other agencies, such as speech and language therapy. Portage and social services, to ensure additional support and advice for children and their families is always readily available when needed. They work with the parents and other agencies, to develop individual educational plans, to support children who require additional input, with their progress and development.

Children are valued as individuals and all staff work closely with parents to ensure relevant information is exchanged, so they are fully aware of their individual needs and requirements and are able to meet them in the best possible ways. Children's spiritual, moral, social and cultural development is fostered. They see positive images of culture, ethnicity, gender and disability displayed throughout the premises. They have access a good range of resources such as multi-cultural dressing up clothes, books, posters and puzzles, helping them to recognise and value the differences and similarities between themselves and others. Children gain respect for others, their cultures and beliefs. They learn about the world around them, different customs and festivals and are introduced to new foods and traditions. For example, they take part in food tasting sessions and dress up in Saris to celebrate the Divali festival of light and eat noodles and do traditional dragon dancing to celebrate Chinese New Year. Staff have an exceptionally clear understanding of equal opportunities and inclusion and implement the settings comprehensive policies effectively. Staff work well to integrate all children into the group, welcoming them and their families into the setting. When children first attend, they have an induction and taster sessions and flexible settling in arrangements help to ensure children are extremely confident and secure within the nursery.

Children benefit greatly from the strong relationships established between the staff and their parents and carers. Parents receive essential information about the provision when their children enrol. They are given a comprehensive parents pack containing high quality information about the nursery and the early years curriculum. Staff work well to establish friendly and informal relationships with parents and a strong emphasis is placed on developing the links between

the nursery and home. For example, babies and young children benefit because consistent routines, such as feeding and sleeping, are implemented. Daily diaries are used for the younger children in the nursery, ensuring parents receive information about what their child has been doing, what they have eaten, how long they slept for and other aspects of their daily routine. Regular discussion between staff and parents takes place, ensuring parents are well informed about their children's experiences and development. The entrance area is used effectively to display relevant information about the setting and local children's services and parents are kept extremely well informed about the provision via the various notice boards and regular newsletters sent home. Detailed planning of specific activities for younger children is clearly displayed and staff explain how the children benefit from the implementation of the Birth to three matters framework, as part of the induction process when children first attend the setting. Parents can access their children's records on request, helping to keep them fully informed of the children's progress and their next steps. They are welcomed into the group at any time, as the nursery operates an open door policy and parents are encouraged to be actively involved, by helping during the sessions and on outings and through sharing their knowledge, skills and interests with the children. They are extremely happy with the nursery and the care provided their children.

The partnership with parents of children who are in receipt of funding for nursery education is outstanding.

Parents are kept well informed about their children's progress and development. Staff actively encourage their involvement with the children's learning in a variety of different ways. They are able to discuss their child's ongoing progress with their child's key person at any time and the curriculum planning is sent home and displayed in the nursery for their information. Children's individual files, containing their record of achievement, photographs, staff observations and information detailing their individual progress towards the early learning goals are shared and discussed at regular parents' meetings. Parents are involved in the initial assessment of their child and they have ample opportunities to discuss their individual needs during their induction visits. Throughout their child's time at the setting they have access to their children's records at any time on request and they are encouraged to add comments to their children's records. Parents receive detailed written information about the setting, including the group's aims and objectives, the Foundation Stage and six areas of learning. They receive a written progress report each term and are provided with suggestions of activities to try at home, helping to support and extend their child's progress and development. The staff within the pre-school do every thing possible to enable parents to fully contribute to their children's learning.

## **Organisation**

The organisation is good.

Children are safe and well cared for because the nursery owner follows detailed and rigorous recruitment and vetting procedures. Staff complete a comprehensive induction programme and have written job descriptions, which enables them to clearly define their roles and responsibilities. Staff undertake an annual appraisal to assess their individual performance and identify any training needs. Although, procedures to periodically renew staff police and health checks have not been developed, to ensure the staff continue to remain suitable to work with children. The ratios are maintained at all times and staff deployment is effective, enabling staff to provide good support and supervision to all children. Staff work together well as a team and communicate effectively through informal discussion and formal meetings, helping to successfully promote good outcomes for children and ensure their safety and well-being. The provision



meets the needs of the range of children for whom it provides. All the required paperwork and documentation which contributes to children's health, safety and wellbeing is in place. Although, a minor area within the recording of accidents and pre-existing injuries has been identified for improvement. Some of the nurseries policies and procedures have not been recently reviewed. For example, the settings child protection policy has not been updated to reflect the recent changes to the local safeguarding children's board and the complaints procedure does not inform parents of the implementation of a complaints log.

The premises are well organised and designated areas within the nursery are arranged to maximise children's play and learning opportunities. This ensures they are fully occupied and stimulated throughout the day, which has a positive effect on their behaviour. Children are well protected because policies and procedures are implemented effectively.

The leadership and management of the setting is outstanding.

The nursery manager is very experienced and knowledgeable. She plays an extremely active role within the nursery, providing good quality support and guidance for the rest of the staff team, encouraging and motivating them successfully. The nursery is extremely well organised and has an excellent management team, who together share a vision of what they aim to provide for all children attending. The whole staff team are fully committed to improving the quality of care and nursery education for all children. New documentation to track children's progress is being implemented, which will enable staff to clearly see the stage of children's development and ensure planning is closely linked to their individual needs and provides sufficient challenge across all aspects of the curriculum. Staff are highly enthusiastic and motivated and there is an exceptional commitment to staff training and personal development. They are actively involved and supported in identifying their own training needs and attend many relevant courses and workshops, helping them to develop their skills and provide enhanced opportunities for children. Children benefit from the experienced and qualified staff team's ability to understand their individual needs. They are provided with many and varied learning opportunities to enable them to make rapid progress towards the early learning goals.

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

At the last inspection the provider was asked to ensure that all records of incidents and existing injuries are signed by parents and to provide a variety of healthy snacks for children. Accident and existing injury records are now consistently signed by parents, helping to ensure they are kept informed. Children enjoy a varied range of fresh fruit such as bananas, oranges, grapes and apples, which are provided by parents and given as a healthy snack options.

At the previous nursery education inspection there were no significant weaknesses to report, but consideration was asked to be given to improving opportunities for children to understand simple calculations during daily routines. Staff make the most of incidental opportunities to practice counting everyday objects and introduce the children to simple calculations by asking the children to predict, for example, how many is one less or two more than a given number.

### **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

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 outstanding.

### 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):

- develop procedures to confirm staff's ongoing suitability
- review the procedures for recording accidents and pre-existing injuries and ensure the nursery's policies and procedures are up-dated to reflect changes in practice and regulations

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)