

Play & Learn Nurseries Ltd

Inspection report for early years provision

Unique reference number	EY274846
Inspection date	24/09/2008
Inspector	Kate Heslegrave

Setting address	St. Martins School, Ross Road, South Wye, Hereford, Herefordshire, HR2 7RJ
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Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Play & Learn Nurseries Ltd opened in 2004 and operates from a self-contained unit located on St. Martin's school site with which it has links. A maximum of 49 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year. Children have access to a secure enclosed outside play area. There is disabled access to all parts of the setting.

There are currently 56 children aged under five years on roll. Of these, 14 children receive funding for nursery education. The nursery serves the local area. The nursery currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 15 staff. Thirteen of the staff hold appropriate early years qualifications. The setting receives support from the local authority. The setting has achieved a bronze quality assurance award. The setting is on the Early Years Register and the voluntary and compulsory Childcare Register.

Overall effectiveness of the early years provision

Provision is good. Partnership with parents is outstanding particularly the work done to support vulnerable children and their families. The manager, together with her team, has a clear vision for the present and future needs of the children through an effective child-centred approach. The staff ensure that all children enjoy their time at the nursery and make good progress.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide children with further opportunities to attempt writing for different purposes and begin to represent numbers using marks on paper and recognising numerals

The leadership and management of the early years provision

All children are at the heart of the nursery. There is a common sense of purpose between staff who work well together. The manager and her team have clear aims for maintaining and improving further the high quality care and early education. Staff have appropriate qualifications and have opportunities for further training to enhance the child-centred ethos, particularly in the outdoor area.

The introduction of parents evenings has been well received by parents. They now have a formal opportunity to discuss their child's learning, development and welfare as well as the regular sharing of their child's learning journals and this is making a highly effective contribution to children's learning and development.

Parents have good relationships with staff. The manager liaises outstandingly well with external agencies and services to ensure all children and families get the support they need.

Safeguarding of children is good. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. All staff have knowledge and understanding of child protection and are aware of the different signs and symptoms that may indicate a child is at risk. The outdoors and indoors environment is suitable and safe. Toys are selected carefully for different age groups and are appropriate. There are now staggered times for serving children's food so that children no longer have to wait for their food. Children eat healthily and their routines give them a sense of security. All overarching legal requirements have been met.

The quality and standards of the early years provision

Children make good progress because staff have good knowledge of the Early Years Foundation Stage development requirements and guidance. Children learn well indoors and outdoors, with especially good use of the outdoor area. Children explore natural materials excitedly, promoting an understanding of the wider world and a sense of awe and wonder. Babies enjoy seeing the autumn leaves fall, and feel the light breeze on their faces.

Effective planning is provided for individual needs and wants, raising ideas and imagination. The key worker observes children carefully building a wall with wooden bricks before interacting with them. She extends the project through questions which is later linked to the building theme in the outdoor area. Children retain ownership and responsibility of their learning, and are proud of their skills and, as a result, they are confident learners.

Key workers support children well, contributing to the family atmosphere. Children take responsibility for choosing activities, using their imagination and curiosity in finding and building objects with logs and twigs, carrying out the indoor theme of building. All are eager to eat apples on coming back inside, reinforcing a healthy lifestyle. Children are content after healthy exercise, to concentrate on a story where they can describe their feelings, effectively linking learning with outdoor experiences. Younger children are enthusiastic about using shared experiences of natural materials to create a 'swamp' in the classroom. Language is extended through careful questioning by key workers and written down. This aids further planning and development.

Planning is developing successfully to ensure children achieve as much as they can in relation to their starting points, although there are limited opportunities for children to experience mark-making and early writing, using a range of writing implements and paper. Children count the number of children present when the register is called. Currently, there are insufficient opportunities for children to use the number line and other mathematical activities and resources to develop children's skills in problem solving, reasoning and numeracy.

Behaviour is good. Children listen carefully and respect one another. An air of organised calm links the separate rooms. In the baby room, children listen attentively to staff singing nursery rhymes, copying staff waving fingers, in obvious enjoyment. Children are well cared for in a comfortable, stimulating environment. All individual welfare and learning and development needs are met. Children feel safe because of the trust and attachment to their key workers and other staff. There is a sense of security and well-being throughout the nursery. In this safe and supportive environment, children thrive and flourish.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.