

Play Box Nursery

Inspection report for early years provision

Unique reference number	253817
Inspection date	26/06/2009
Inspector	Jasvinder Kaur

Setting address	Third Avenue, Pensnett Trading Estate, Kingswinford, West Midlands, DY6 7PP
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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 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

Playbox Nursery opened in 1998. It operates from five rooms in a single storey building on an industrial estate in Kingswinford. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is a provision for wheelchair access to the premises. All children share a fully enclosed outdoor play area with a safety surface fitted.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The provision also offers Out of School care. A maximum of 71 children may attend the nursery at any one time. There are currently 105 children on roll from birth to 12 years.

The nursery is open each weekday from 07:00 to 18:00 all year round. During term time, it operates before and after school and from 07:00 to 18:00 in school holidays. The nursery supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

There are 15 members of staff who work directly with the children, 13 of whom hold relevant early years qualifications to Level 3 or above. One staff member has a Level 5 qualification, two staff members are currently working towards a Level 5 qualification, and two staff members are currently working towards a Level 3 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Comprehensive details about each child are successfully attained via positive partnership with parents and carers to ensure that individual needs are met. Children settle well and are involved in a range of activities which they enjoy. The managers and staff are dedicated to making continuous improvements, resulting in the provision of a warm and stimulating environment. They ensure that the resources are available to all children so that no individual is disadvantaged. This means that children make good progress, given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- increase opportunities for purposeful writing or attempts at more complex words for older children to extend their skills through positive challenges.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all staff understand the safeguarding children policy and procedures including the procedure to be followed in the event of an allegation being

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made against a member of staff (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The staff endeavour to improve their provision of good quality care and education by attending relevant training and workshop sessions. Systematic recruitment procedures ensure that children are cared for by staff who have appropriate qualifications and experience and have completed suitable checks. Sufficient induction and regular appraisals are carried out to ensure staff are aware of health and safety regulations, and their training needs are identified and mostly addressed to enhance the quality of education and care. However, not all staff fully understand the safeguarding children procedures, including in the event of an allegation being made against a member of staff. This puts children at risk.

All required policies and procedures and children's records are well maintained and readily available for inspection. A detailed risk assessment and daily safety checks are carried out in all areas to eliminate hazards. Evaluation of the setting includes listening carefully to the views of staff, parents and older children, resulting in improved outcomes. Recommendations raised at the previous inspection have been tackled in terms of a positive impact on the quality of the provision and the outcomes for children.

All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. A wide selection of resources and displays are available depicting positive images of diversity to help children to understand and respect the values of others. Children celebrate festivals all through the year including Diwali, Easter and the Chinese New Year. Children who have identified learning difficulties and/or disabilities have their needs well met. The staff are trained to follow the Code of Practice, and further support within the setting is readily available to assist parents, staff and children. Effective links with parents/carers and other services ensure that each child benefits from a positive experience whilst at the setting. Parents are well informed about their children's progress and are provided with good quality information about the provision.

The quality and standards of the early years provision

Babies show a sense of trust and build positive relationships with staff, who spend time talking to, holding and playing with them. Interaction with peers and familiar adults helps to promote their well-being. A variety of toys and equipment, including mirrors, helps babies to become aware of themselves and develop a curiosity about their environment. Younger children enjoy listening to stories and show interest in the illustrations and print, saying the names of objects depicted. Older children attending the out-of-school care facility enjoy board games, taking part in team competitions and being involved in creative activities and imaginary play. To create a friendly and productive environment, children are involved in planning their favourite activities and establishing rules for the setting too. Staff

put the emphasis on free play, and they join in with play and are actively involved in group games.

Children benefit from an effective key person system and appropriate child-to-staff ratios. As a result, children have good individual attention where required, and this helps their development. Good visual aids and quality resources are deployed to enable children to make progress and choices of their play. All staff contribute to the planning of activities. This includes detailed information on the six areas of learning, although opportunities for purposeful writing or attempts at more complex words for older children are rather limited. This means their writing skills are not always extended through positive challenges. Nevertheless, they are well supported, as staff take an active part in their play.

Children develop most of their communication skills through routines and themed activities, such as learning sounds and letters, and reading and listening to stories. All children are engrossed in the story session, listen with enjoyment and respond to stories such as 'We are going on a bear hunt'. Staff value their contribution and involve them in conversation as partners. Children use their imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured art activities for the purposes of themed pieces or a wall display. Children's talents are supported by a range of sensory experiences, including musical instruments, hand and foot printing and playing with snow, water and sand.

Children respond to the vocabulary involved in addition and subtraction in routine activities. To supplement children's numeracy skills, staff provide a variety of opportunities for matching numbers, size-comparison games and counting, for instance playing with a numbered dice, discussing dates and how many days there are in a week. Children benefit from the knowledge of staff who have acquired additional skills from a recent training course on outdoor play. Plentiful opportunities are provided for children to develop physical skills. Access to the multi-equipped outdoor play area, the use of challenging physical play equipment and enthusiastic participation in outdoor group games promote children's co-ordination, and spatial and safety awareness. Younger children show increasing control in holding and using scissors, mark-making and manipulating tools.

There are good opportunities for all children to familiarise themselves with information and communication technology (ICT) through the use of a computer. Children investigate and learn how the ingredients of food turn into something different when mixed and cooked. All respond with delight and enthusiasm while talking to a fire officer and learning about fire hazards. They ask and answer questions about how to keep themselves safe while involved in the 'fire safety' project.

Children are able to maintain attention and concentration. They take pleasure in showing their favourite toys to a group of children and say why these are special to them. All enjoy a friendly environment, and some even dance to music while holding their friends' hands. Children understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. They

enjoy freshly cooked, healthy and nutritious meals, and fresh fruits at snack times. Drinking water is available throughout the session.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

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?	3
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?	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed of the protection of children (Arrangements for safeguarding children) 03/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Child Care Register. 03/07/2009