

# Playtime Nursery

Inspection report for early years provision

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**Unique reference number** EY379611  
**Inspection date** 22/06/2009  
**Inspector** Mary Anne Henderson

**Setting address** 131 Rectory Road, SUTTON COLDFIELD, West Midlands,  
B75 7RT  
**Telephone number** 0121 311 1970  
**Email**  
**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

Playtime Nursery was registered in 1990. It operates from a converted detached house, close to the local hospital in Sutton Coldfield, which is situated in an urban area of Birmingham. The nursery serves the local community and other areas. There is an outdoor play area for the children.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 47 children at any one time and they are currently caring for 93 children from babies to under five years old on roll. Children attend for a variety of sessions. The group supports children with learning difficulties and or disabilities and those children who speak English as an additional language. The group opens Monday to Friday each week from 07.45 to 17.45 for 51 weeks of the year.

There are fourteen members of staff working with the children, of which 1 holds an Early Years Degree, 2 hold Foundation Degrees, 1 holds an NNEB and HND and 9 other members of staff hold NVQ level 3 qualifications. Currently, there are 2 members of staff working towards an Early Years Degree and Early Years Professional Status. One member of staff is unqualified. The group receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The management and staff work exceptionally well together and with the parents and carers to ensure positive relationships are fostered, thereby having a positive impact on the children's learning and development. The staff also liaise very closely with other providers of the Early Years Foundation Stage (EYFS). This ensures high levels of inclusion for all children on roll and that the individual needs of every child is fully identified and met. The nursery provides an interesting and challenging range of opportunities both indoors and outdoors to extend children's learning and development. There are excellent systems in place to monitor and evaluate the provision and the capacity to make further improvement is also excellent.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring the identified areas for continuous improvement within the self-evaluation systems are implemented.

## **The leadership and management of the early years provision**

The leadership and management of the nursery is outstanding. The staff work very hard to foster positive relationships with the parents and carers. They provide a very warm and inviting environment for all children on roll. The staff liaise well with other providers of the Early Years Foundation Stage (EYFS) which promotes high levels of inclusion. There are extensive systems in place to monitor and evaluate the quality of the provision. The systems include high levels of input from the children, staff and parents. The capacity to make further improvement on an ongoing basis is excellent. To further improve the high quality early years provision, the registered person should consider ensuring the identified areas for further improvement as outlined in the self-evaluation systems are fully implemented.

Staff ensure high standards with regard to children's safety and welfare at all times. The risk assessment procedure is detailed and includes all areas, equipment and toys and all outings involving the children. Children are well protected because the staff are aware of the policies and procedures to be followed. Staff ensure excellent hygiene procedures are implemented throughout the nursery thereby ensuring children's health and well-being is well maintained.

Partnerships with parents is excellent. The parents have access at all times to their child's learning and development files which provides extensive information about children's observations, their next steps in all areas of learning and examples of children's progression. Parents are included in the identification of their child's starting points in all areas of their learning and development. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are continually met. Parents have free access to the extensive range of policies and procedures of the setting.

## **The quality and standards of the early years provision**

The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They know to wash their hands before eating and do this independently. The children are provided with a broad range of nutritious meals that include meat, fish, vegetables and salad. They access water throughout the day. The children learn about the importance of a healthy diet through activities. For example, they grow their own vegetables such as carrots and potatoes, harvesting them and eating these as part of their meals. Children also discuss the long term benefits of being physically active. The children are beginning to move with control and use a range of equipment to develop their physical skills. They thoroughly enjoy being in the attractive outdoor play area each day where they ride their trikes, play in the sand and throw and catch the balls as they play with their peers. The outdoor play area also provides children of all ages extended opportunities to develop their climbing and balancing skills. This is further extended as they use a range of equipment at the local park. Children learn about keeping themselves safe. They are involved in the fire evacuations of the setting and they learn about crossing the road safely during outings. Their

learning about road safety is further extended through visitors to the setting such as the lollipop lady who comes in to talk to the children about the dangers of the roads. Other visitors to the setting include the police and fire service staff who come into the setting to talk to the children about stranger danger and the dangers of fire.

Children find out about their environment, identifying features and noticing the natural world. They enjoy local walks where they notice the changing seasons, collect leaves to bring back to the setting and notice the wildlife and plants around them. They also care for caterpillars watching them change over time and letting them go when they turn to butterflies. Children also learn about the life cycle of a frog, watching them change from tadpoles to frogs and putting them back in the local pond. The children enjoy playing outdoors when the weather changes. They take out their umbrellas when it rains and they like to build snow men during the winter months.

Children are beginning to use information and communication technology to support their learning. Older more able children and toddlers enjoy using the computers during their child-initiated play times. They use a range of computer programmes which develops their language and problem solving skills very well. For example, they learn about what's missing in the picture, take one away and add one more. The children's learning about language and communication is further fostered as they enjoy reading books and listening to stories told by their key workers. There are extensive opportunities for children's mark making and writing. Older more able children write their name on their work. All children enjoy mark making as they use chalks in the outdoor areas and mix paints to make pictures in both the indoor and outdoor areas. Children's sense of belonging is fully fostered because all areas within the setting have displays of their own work for them and their parents to enjoy. This also fosters very strong levels of self-esteem for children. The children are well behaved and have exceptionally high regard for one another and the adults around them. They are confident and independent, making choices about what they want to play with. They can access freely all the resources because they are low reach and labelled in well defined areas. The children say and use numbers in familiar contexts and they count and recognise numbers. They use the resources around them to find out about pairing, similarities and differences. They also enjoy counting activities such as putting the correct number of buttons on the number sheets and noticing if they need one more or one less. Children also enjoy counting the girls and boys in attendance.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy looking at and tasting a range of foods from around the world during festival time. For example, they have a go at eating noodles using chop sticks. Children further explore festivals such as Chinese New Year and Diwali through arts and crafts and music. They enjoy visitors such as parents who come in to talk to the children about festivals, read them stories in various languages and explain about various cultures and traditions. Children play with a range of resources that positively reflects diversity. This includes dolls, dressing up and small world people that also reflect positive images of people with disabilities.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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