



Play 2 Learn Day Nursery

Inspection report for early years provision

Unique Reference Number	EY296858
Inspection date	02 November 2005
Inspector	Janette Elaina Langford
Setting Address	St Clements Health and Community Centre, London Road, West Thurrock, Essex, RM20 3DR
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Registered person	Play 2 Learn Day Nursery Limited
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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Play 2 Learn Day Nursery opened in 2005. It is situated on the first floor of St Clements Health and Community Centre; a purpose-built community building in West Thurrock. The nursery has four main play rooms and an enclosed outdoor play area is situated on the ground floor. A maximum of 50 children aged between 0 and under 5 years may attend the nursery at any one time. Priority in terms of admission is given to children living in the areas of South Stifford and West Thurrock.

The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year, bank holidays excluded.

There are 83 children aged from 0 to under 5 years on roll. Of these 21 children receive funding for nursery education. The nursery currently supports children with special educational needs and children who speak English as an additional language.

The setting employs 22 staff members of these 16 including the manager of the nursery, hold appropriate early years qualifications and 3 members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are encouraged to eat healthily and enjoy their food. Staff have a good understanding about nutrition and provide fresh fruit and vegetables for children to eat. The cook works with the manager, staff and healthy living centre to devise suitable menus and diets. These take into account religion and ethnic origins of children as well as special dietary needs and parent's wishes. Children eat well because mealtimes are relaxed social occasions and food is appetising.

Children are cared for sensitively if they are ill and accidents to children are managed well. Staff have appropriate training to ensure they can act appropriately in an emergency.

Children are protected from cross infection because the staff take relevant steps to minimise the spread of germs by frequently washing their hands, asking children to cover their mouths and noses when they cough or sneeze and ensuring that toys and equipment are kept clean.

Children have many opportunities to develop a wide range of physical skills through the early years curriculum. They learn to balance and control their bodies through planned activities such as using a parachute or balancing on a beam. Malleable materials such as corn flour and water are provided for children to develop their manipulative skills and hand eye co-ordination.

Children under 3 have regular opportunities to practise their new found skills. They are given the support and space in which to grow and make healthy choices although the non walkers have fewer opportunities to benefit from the outside area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure environment as there is an entry system whereby no unwanted visitors can enter. Staff supervise children at all times and there are

good safety procedures in each room that are carried out before going into the garden area.

Risks to children are minimised because the premises and equipment are kept safe and well maintained and fire procedures are practised regularly. Any accidents are logged clearly and the records evaluated to prevent further incidents.

Children's safety and comfort is taken into consideration with the innovative use of anti-slip mats on and under baby chairs. This prevents the babies slipping down too low or sliding the chairs away from the tables at mealtimes.

Children are safe guarded because staff are aware of their responsibilities should they have any concerns about children's welfare. This is underpinned by up to date training and procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Nursery Education

Teaching and learning is satisfactory for the 3 to 4 year olds and children are making sound progress towards the early learning goals. Staff plan the activities using the Foundation Stage curriculum and have some focused activities each day in which they identify specific stepping stones to work towards. The planning for the focused activities does not detail grouping of children or how the outcome is to be achieved. Staff support children in their free play activities to help children to learn in other areas of the curriculum each day but specific aims of these activities are not planned for. Although this is a small group of children and staff know their capabilities, more able children are not always challenged within the group.

Development records are accompanied by well written observations which evidence how a stepping stone has been achieved by the child.

Children are beginning to understand the importance of the written word by learning in a text rich environment. Children regularly practise writing their names as a stand alone activity. They enjoy books and stories because staff read them enthusiastically and ask them questions to make them think. Children are beginning to link sounds and letters although there is some inconsistency between the name and sound of the letter. Children are supported in their language development and are extending their vocabulary everyday.

Children are beginning to make friends because staff encourage them to co-operate and take turns. Children feel secure and demonstrate a sense of trust because they know the routine and are treated as individuals.

Children are learning to count through regular repetition in songs and rhymes. They are asked to count things in stories and are encouraged to use mathematical language, for example, to compare the height of a tower they are building. Children are able to develop their creativity by using messy activities everyday, having access

to good quality role play equipment and using their imagination well. They can convey their feelings through facial expression and language, for example, when staff ask the children to look happy or describe how someone feels.

Activities for children under 3 years are planned using the 'Birth to three matters' framework and this works well in all the rooms.

Babies aged under 2 years have access to a wide range of interesting and exciting equipment encouraging them to try things out. They press buttons, shake things and mouth clean and safe toys and everyday items from a treasure basket. This helps them to begin to make connections. Babies crawl or walk around the furniture and climb on soft equipment such as an activity ring. They particularly enjoy walking behind the settee and peeping out or hiding as it is angled nicely to allow them to do this. Babies enjoy lots of messy play; bowls of baked beans, jelly on a table and water play are just some of the malleable materials they experience. Staff constantly talk to the babies and encourage them to become skilful communicators.

The 2 to 3 year olds are becoming more independent with consistent support from staff. The large room is well equipped, bright and welcoming and children benefit from confidence and independence building activities. They are encouraged to take off their own shoes, go to the toilet, help themselves to water and work towards eating unaided. Children are able to try out new things and practise more familiar skills and given constant praise and encouragement by staff. They are learning to interact and play co-operatively with each other by taking part in group activities such as music and movement.

Helping children make a positive contribution

The provision is good.

All children are valued and their needs met because staff are aware of and respect their nationality, religion and languages spoken at home. Children's social, moral, spiritual and cultural needs are fostered. Staff know about special requirements related to religious observance and take this into consideration when planning the curriculum.

Children's behaviour is assessed on an individual basis and managed well so children behave well. They demonstrate their understanding of taking turns, for example, knowing that only two children can play with particular activities at any time. Staff talk to parents sensitively about behaviour management so that children have a consistency between nursery and home.

Children with special needs are welcomed into the nursery. The SENCO has had appropriate training and liaises with the Area SENCO when writing play plans. She ensures that children with special needs are integrated and included in all possible activities and routines.

Partnership with parents and carers is good. There is relevant information on notice boards, informative newsletters are sent home and babies have daily diaries. The parent's pack and prospectus ensure that parents are informed about policies and

procedures. Children feel safe and secure because the staff work closely in partnership with their parents to ensure they receive consistent care.

The nursery has set up a good system of recording complaints and has printed sheets to log complaints as well as reporting on how they are managed and the outcome. Children are cared for according to parent's wishes.

Organisation

The organisation is good.

The manager is supernumerary and manages the setting on a day to day basis. She is aware of the new legislation regarding checking staff and has robust procedures in place for recruiting and vetting. This ensures that children are safe guarded.

All records, policies and procedures are written well and are reflected in practice. The operational plan is a working tool which is updated regularly to reflect changes in child care legislation or to further improve the service. The needs of the range of children attending are met.

Leadership and management are satisfactory. The manager currently does not oversee the planning or teaching of the early learning goals. She monitors the staff and makes changes to ensure that they are happy in their working environment and provides training opportunities so they can manage their roles and teach children effectively.

Improvements since the last inspection

The setting has been inspected for health and safety and is a safe environment in which children can play and learn. Staff are aware of the importance of recording incidents and notifying Ofsted of significant events to safeguard the children.

Children are protected when having outside play because the risk assessments have been improved to ensure the outdoor play area is secure.

Complaints since the last inspection

Concerns were raised about safety and supervision at the provision. Ofsted conducted an unannounced visit on 28 March 2005. As a result 4 actions were set:

Standard 2: Ensure all staff are aware of their responsibilities under the National Standards for Full Day Care and the requirement to record significant incidents.

Standard 6: Devise an effective risk assessment, which includes the outdoor area, to highlight and minimise risks to children.

Standard 6: Ensure the outdoor play area is secure and children are not able to leave it unsupervised.

Standard 14: Notify Ofsted of any significant events.

A satisfactory response to the actions was received and the provider remains qualified for registration.

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.

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The quality and standards of the nursery education are satisfactory.

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):

- plan and provide opportunities for children under 2 years to have access to the outside area.

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):

- improve the written plans to show what staff do to ensure that children progress towards the early learning goals and introduce challenge for more able children
- review practice in teaching links between sounds and letters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk