



## **Play & Learn**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY284120
<b>Inspection date</b>	23 September 2005
<b>Inspector</b>	Christine Holmes
<b>Setting Address</b>	1-3 Carlton Road, Derby, Derbyshire, DE23 6HB
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Play & Learn Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 good.

### WHAT SORT OF SETTING IS IT?

Play and Learn Day Nursery opened in 2004. It operates from a one storey building just outside Derby city centre. All children have access to a secure outdoor play area. A maximum of 52 children may attend the nursery at any one time. It is open each week day throughout the year from 07:30 until 18:00. Children attend a variety of sessions.

There are currently 32 children aged 8 months to 8 years on roll. Ten receive funding

for nursery education. Children come from local and surrounding areas.

There are 9 full time staff who work directly with the children. Nearly all of the staff hold appropriate early years qualifications. The registered person is a qualified teacher. She is the manager of the nursery and also works in the pre-school. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of staying healthy through well planned activities and routines. They know that they need to wash their hands after using the toilet and staff explain why they need to wash their hands before they lay the table for dinner. Projects such as, sun care increase children's awareness of the importance of protecting their skin and eyes in the sun. Staff adopt impeccable hygiene practices to prevent the spread of infection. A colour coded system ensures the risk of cross infection through cleaning equipment is minimised. Good procedures, such as, staff wearing disposable gloves and aprons for nappy changing sustain good levels of hygiene and help reduce the risk of cross contamination. Good procedures are also in place for accidents and medication, sick and infectious children, further safeguarding the children's well-being.

All snacks and meals are provided to comply with all special dietary requirements to ensure children remain healthy. Children benefit from a healthy diet. They have portions of fresh fruit and vegetables on a daily basis. Drinks are offered regularly throughout the day with an emphasis on children drinking fresh water. However, children cannot always access water themselves.

Children are developing a positive attitude to physical exercise and enjoy indoor and outdoor physical play as part of their regular daily routine. Older children have good opportunities to develop their physical skills. They learn to climb and balance on the climbing frames outside and in the indoor ball pool area. They learn to manoeuvre cars and bikes, hit balls with a cricket stick and throw dice for hop scotch. Very young children benefit from having a dedicated outdoor sensory area where they are kept safe and can enjoy the outdoor environment. This provision contributes to children's good health and well-being and helps them to develop control of their bodies.

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

The provision is good.

Children are cared for in clean, well maintained premises. All risks to children are successfully identified and limited through risk assessments and daily safety checks. Staff monitor access to the group at all times and provide good levels of supervision. Consequently, children's safety is promoted well.

Children use a varied range of safe, good quality, developmentally appropriate resources. Staff consistently promote safe practices, such as walking indoors and on hard surfaces outdoors. Children know why they should not use toys as weapons and are eager to take part in discussions about why they should not be used. This helps children learn to take responsibility for keeping themselves and others safe.

Children are well protected by staff who give top priority to children's welfare. Clear child protection policies and procedures are in place which ensures that staff fully understand their responsibilities in protecting children from harm.

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

The provision is good.

The youngest children in the nursery benefit from the positive interaction they receive from the staff in the baby room. A lot of cuddles hugs and praise builds their self-esteem and helps them to become settled and confident. Good emphasis is placed on encouraging early communication skills and independence. Children are encouraged to make sounds and say words throughout the day. Staff are able to recognise when and how they can support early development mile stones, such as, toilet training and walking. High importance is placed on providing varied sensory play for the babies in and outdoors. Babies enjoy exploring the texture of paint and the natural objects from the 'treasure basket'. As a consequence babies are progressing well. Children up to three years enjoy participating in a good range of activities both indoors and outdoors which enables them to practise their skills and further develop their social relationships with their peers. Singing songs, looking at books and constant conversation with appropriate signs for children who speak English as an additional language contribute to developing children's communication skills. Children are learning to express their needs and develop their speech. Throughout the day children are often praised. As a consequence children develop confidence and self-esteem. Staff keep a record of the children's achievements which is currently being developed to inform discussions with parents and inform the future planning of activities.

Nursery education.

The quality of teaching is good. Children are making good progress towards the early learning goals because all children are included and take part in a wide range of activities and experiences. Teaching is rooted in expert knowledge of how children learn. Most teaching highly motivates children so they are engrossed in their activities and make very good progress. Children with English as an additional language are supported well. Behaviour is managed effectively and this results in a calm and caring environment for children. Planning covers all six areas and identifies appropriate learning intentions and challenge for children. Assessment systems are currently under development. However, progress is monitored and this information is used to inform teaching and activities.

Children show a strong sense of belonging to each other, staff and the nursery. They develop self-confidence and can talk about their feelings, their preferences and their families. Children are developing positive attitudes to learning because they are

constantly provided with new practical experiences, such as, how to make a boat that will float and then, how to make it move over water. As a result children are eager to demonstrate what they know, learn more and persist with difficult tasks such as cutting the cardboard to make the boat. Children take an active part in setting the nursery rules. They are becoming increasingly self-disciplined in areas such as sharing, taking turns to talk and listen to each other.

There is a very effective approach to developing children's skills and understanding in early literacy. Staff value what children say and do; effectively model and reinforce language. As a result, children learn to speak clearly and confidently and are able to share their experiences. Children are developing a good understanding that print carries meaning. They recognise their names and some children can recognise familiar words such as the day of the week. They are encouraged to develop a good interest in books, an awareness of sounds in words and writing skills are developing well. Taken together, these provide children with a firm foundation for learning to read and write.

Children are continually encouraged to develop their skills and interest in early mathematical concepts and number. They are able to use their understanding of number to solve simple problems, such as comparing the number of children to the number of boxes to make a boat to see if there was enough for every one. Some children are able to do these types of calculations in their head. Children are introduced to mathematical language through a varied range of practical activities which leads to them using language to describe shape, position and size during their play. This thorough introduction in all aspects of mathematical development helps children to progress at a good rate.

Children develop good exploration and investigation skills as they learn about change when making ice cubes and watching them melt. They are able to express themselves freely as they play in the home-corner and play musical instruments and they enjoy exploring many different textures.

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

The provision is good.

The setting's policies promote inclusion and the premises are suitable for all to access. The setting does not currently care for children with special needs, but there are arrangements in place to offer appropriate support. Staff work very closely with parents whose children speak English as a second language. As a result they are supported well as their individual needs are identified and met.

Children enjoy positive relationships with the staff and with each other. They are valued and respected as individuals and their confidence and self-esteem is developed well by staff. Children behave well and play harmoniously with each other. They take turns and share, help each other and use their manners well. Staff ensure that the resources positively represent the children who attend the nursery as well as the wider community, and many festivals are celebrated. This positive approach fosters children's spiritual, moral, social and cultural development.

Children's individual needs and routines for the young babies are discussed with parents and recorded. A daily exchange of information keeps parents informed of their child's well-being and progress. The partnership with parents of children who receive nursery education is good. They receive detailed information on the educational programme provided for their children and their child's progress. Parents are encouraged to be involved in their child's learning and to make suggestions for improvements in the nursery.

### **Organisation**

The organisation is good.

There are effective recruitment procedures which ensure staff are appropriately vetted and there is a suitable level of qualified staff who work with the children. There is a high ratio of staff to children to offer good support. Induction training and appropriate policies and procedures work very well in practice to keep children healthy and safeguard their welfare.

The setting provides a stimulating and interesting environment conducive to quality care, teaching and learning. The strong leadership and a well-structured management system ensure a shared understanding of good early years practice. Clear guidance is given by the management to ensure that the educational programme is delivered effectively and regular monitoring takes place to ensure that all children progress well. There is a strong commitment to continual improvement and ongoing staff development. Staff have recently attended training to help them implement the Birth to three framework. The management of the setting know their strengths and weaknesses and are acting upon their evaluations to make improvements.

Overall the leadership and management of the setting are good and the provision meets the needs of children who attend.

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

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **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.
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The quality and standards of the nursery education are good.

#### 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):

- ensure drinking water is accessible to children throughout the day

##### **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):

- continue to develop the assessment system for all children in the nursery so that it can be used as a working tool to inform planning and discussions with parents
- continue to develop children's access to resources to enable them to initiate and consolidate their learning.

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](http://www.ofsted.gov.uk)