

Playhouse Day Nursery

Inspection report for early years provision

Unique reference number 255146
Inspection date 20/05/2010
Inspector Jasvinder Kaur

Setting address 5 St. Marys Road, Smethwick, West Midlands, B67 5DG

Telephone number 0121 429 4261
Email yvonnejkerr@gmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Playhouse Day Nursery is one of two private nurseries run by a sole owner. It opened in 1987 and operates from four rooms within a two-storey building. It is situated in Smethwick, Sandwell. All children share access to a secure enclosed outdoor play area. They come from a wide catchment area.

The nursery is registered to care for a maximum of 37 children under eight years at any one time, of whom not more than 22 may be in the early years age range. The nursery also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday, all-year-round from 7.30am until 6.00pm. There are currently 47 children aged from birth to under eight years on roll. The nursery currently supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications to Level 3. One member of staff is working towards a Level 3 qualification and two are working towards a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff are committed to improving the quality and standard of education and most aspects of care through continuous self-evaluation. Children enjoy their time in a friendly and stimulating environment and are safe and secure in general. The partnership with other professionals, providers and parents is positive, and there is a two-way exchange of information with parents on a daily basis with regard to children's routines and development. Policies and procedures are effective and inclusive for those children who attend, and staff ensure that the learning environment and resources are available to all children. This means an inclusive and welcoming service is provided.

What steps need to be taken to improve provision further?

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

- develop observation and assessment records to ascertain children's achievements clearly and to plan next steps towards the six areas of learning
- ensure that all staff are able to implement the safeguarding children policy and procedures appropriately
- promote further the good health of children by improving the system of storing children's medicines safely.

The effectiveness of leadership and management of the early years provision

Systematic recruitment procedures are in place for ensuring that children are cared for by staff who are appropriately qualified and have completed the relevant checks. There are effective systems to ensure that any students are not left alone with children. Some of the staff members, including the manager, demonstrate a clear understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. However, other staff are insecure in their knowledge of implementing the safeguarding children policy and procedure appropriately. This potentially puts children at risk. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. Children adopt safe and responsible practices through a variety of role play and regular input from staff, for instance on road safety and any possible dangers in their everyday life. All children are protected from the spread of infection, since there is a good procedure in place to exclude those with infectious illnesses, though the system of storing medicines is not effective to fully promote children's health.

Evaluation of the setting includes ongoing support from the local authority and listening carefully to the views of staff and parents. Staff observe each other's practice in order to highlight relevant issues at regular staff meetings. This leads to better outcomes for children. They attend a wide range of relevant training courses. All the recommendations raised during previous visits have been met successfully. Parents and carers are kept well informed about their children's achievements and development through regular verbal feedback and meetings. They are encouraged to take an active part in themed projects and activities. The partnership with other providers delivering the Early Years Foundation Stage is developing effectively in respect of promoting the continuity of children's learning and well-being.

Children independently access well-organised resources in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Staff are proactive in promoting equality and diversity. They liaise with parents effectively to support children who speak English as an additional language. A good selection of resources and displays is available illustrating positive images of diversity to help children understand and respect the values of others. Staff arrange themed activities to promote awareness and encourage children to take an active part in associated artwork for displays and to celebrate different festivals all throughout the year.

The quality and standards of the early years provision and outcomes for children

Children benefit from an effective key person system which ensures that babies and older children become familiar with the provision and feel confident and safe. They have good individual attention where required, and this helps their development. Staff plan purposeful play and a good balance of adult-led and child-

initiated activities. They have set up a system to maintain children's individual profiles, although records of observations and assessments are not fully developed to identify children's achievements in order to plan activities towards next steps in learning. Nevertheless, staff join in with play and are actively involved in group games. Good quality resources are deployed effectively to enable children to choose their play. Babies respond with pleasure to the activities they take part in, including playing with water and toys that produce different sounds. They explore their surroundings and are provided with challenge and support to encourage them to develop their physical skills.

Children extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language and communication abilities well. During group activities, children show good listening skills and respond appropriately while learning sign language. Good opportunities are provided for all children to make marks, to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. A range of texture experiences, including hand printing, pasta, jelly, shaving foam, natural materials and water and sand play, encourages children's talents. Children use a good range of musical instruments and move their whole bodies in response to sounds they enjoy. They had been growing sunflowers and green beans, watering them and noting changes during growth. Discovering various mini-beasts in their outdoor play area and experiments with water, such as what items sink or float, advance their understanding of how things work. Children acquire basic skills in operating computers and simple equipment to develop their knowledge of how technology can help them in their everyday lives.

Children develop understanding of numbers and shapes through daily routines and during play such as matching and sorting shapes and colours, singing number rhymes and counting, like how many children are in a group. They expand their simple calculation skills and learn about differences in size and pattern during cooking activities, role play and categorising toys according to size and colour. Babies develop awareness of shape, form and textures in response to people and objects in their environment. Children develop their physical skills through a range of opportunities throughout the day. Free-flow access to the outdoor play area, the use of physical play equipment and enthusiastic participation in outdoor group games promote children's coordination and spatial awareness. Children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of scissors and construction sets.

Children adopt good personal hygiene routines, including washing hands before eating and after messy play and using the toilet. There is a sociable and relaxed atmosphere at mealtimes, and all enjoy freshly cooked meals. Drinking water is readily accessible throughout the day.

The children have a sense of belonging. They learn social skills and enjoy being with adults and peers at the setting. Children confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. Children are well behaved and have a good awareness of right and wrong, responding positively to

guidance from staff. They are frequently encouraged and praised, and their efforts are acknowledged appropriately.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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