



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251782

DfES Number: 515802

### INSPECTION DETAILS

Inspection Date 03/12/2003  
Inspector Name Chris Gregson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Play Pit Day Nursery  
Setting Address 9 Brownlow Road  
Felixstowe  
Suffolk  
IP11 7EX

### REGISTERED PROVIDER DETAILS

Name The partnership of Play Pit Day Nursery

### ORGANISATION DETAILS

Name Play Pit Day Nursery  
Address 9 Brownlow Road  
Felixstowe  
Suffolk  
IP11 7EX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Play Pit Day Nursery opened in 1990. It operates from eight rooms in a detached house in Felixstowe. The nursery serves the local area.

There are currently one hundred and nine children from birth to under eight years on roll. This includes twenty-five funded three-year-olds and nine funded four-year-olds. Children attend for a variety of sessions. The setting supports a number of children with special needs and who speak English as an additional language. The nursery provides before and after school care for school age children.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00.

Four part time and eight full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from teachers from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Play Pit Nursery provides a good standard of care for all children.

The nursery is well organised and has a good operational plan which is used effectively. Staff deployment is good and they are able to work in all areas of the nursery. Children are provided with a range of equipment so that they can safely play, eat, rest and sleep throughout the day and in all areas of the nursery. There is a good transition programme for children from the baby unit to downstairs pre-school rooms. There are opportunities for siblings to meet up with each other during the day.

Staff are aware of safety and daily risk assessments are carried out, inside and outdoors. Good fire procedures are in place. Staff know about health and safety, have first aid training, and know the child protection procedures. Effective records

inform staff about children's health and welfare including any specific diet or allergies and staff act on this to ensure children are protected. Procedures ensure that school age children are safe during transportation to and from school in the minibus.

Staff plan a range of activities to promote the children's overall development throughout the nursery. Staff observe and record children's progress and provide extra help for children with a special needs. Babies and toddlers are provided with appropriate activities and have good daily routines in the upstairs area. Downstairs the pre-school and older children are happy and interested in the activities that they freely choose. Children are taken for walks locally and to the beach. Children's behaviour is generally good, however, there are inconsistencies in how staff deal with occasional instances of challenging behaviour in the pre-school area.

Partnership with parents is very good. They are informed about the daily routine in the nursery. Babies and toddlers have books to share information about their day and the pre-school children have play plans that are shared with parents termly.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The operational plan is detailed and well organised with very good induction procedures for new staff.
- The daily observation book for babies and toddlers includes information about meals, sleep times, nappy changes, indoor and outdoor activities. These are also used for parents messages and comments.
- Very good range of resources that reflect life experiences and have positive images of people with disabilities and other cultures, such as small world equipment, puzzles, dolls, dressing up clothes and books.
- Good procedures for assessing risks and ensuring fire safety including diagrams of escape routes throughout the nursery.
- Good range of feeding equipment appropriate to individual stage of the children's development. Independence is encouraged as children progress from spoons to using knives and forks ready for their move to downstairs.
- Children with English as an alternative language are well supported and staff use simple everyday words from their home language.

#### **What needs to be improved?**

- staff qualifications in some areas need to be up dated
- independence for the pre-school child at snack and lunch times to enhance the already good practice during the activities
- consistency in managing children's behaviour in the downstairs areas.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Ensure that staff are suitably qualified to work as supervisors by up dating qualifications to NVQ level 3.
3	Encourage more independence for the pre-school children at snack and lunch times.
11	Ensure all staff understand and are consistent in implementation of the behaviour management policy and procedures.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision of nursery education at the Play Pit Day Nursery is good. It enables children to make generally good progress towards the early learning goals in all six areas of learning.

The quality of teaching is generally good with some very good aspects. Staff provide a very good, well-resourced writing area. There are good displays and an informative interest table where children see and taste various samples of different foods. Staff plan various practical activities and talk, listen and ask questions to make the children think about why things happen and how they work. Staff are flexible and allow children to develop their own interest in some areas. However outdoor activities do not always provide sufficient challenge in some areas of learning.

Staff observe and record the children's progress. The key worker uses this information to produce a play-plan for each child. Plans show dates and topics only and this is an area the nursery is working on. There are good daily planned focused indoor activities.

The leadership and management of the nursery are generally good. The owners are constantly improving the provision and encourage staff to be sensitive to children's needs and family circumstances. Staff are encouraged to attend training and have their own accredited nursery assessor to ensure they are qualified.

Partnership with parents is very good. Parents are able to talk informally to staff and children's records are formally shared with parents at the end of term. Parents can see the play-plan for the next term for their child. Parents bring things from home so that children have a link between home and the nursery. Families are encouraged to come and share any interests with all the children.

### What is being done well?

- Children and staff make very good use of reference books to find and use information to enhance the children's early learning.
- Partnership with parents is very good and parents are very happy. Staff communicate well with parents about their child's progress and involve them in the plans for the next term's learning.
- Children, who have English as an additional language are helped to feel valued. Staff provide opportunities for all children to show respect for other people's culture and home through visits by family members to the nursery.
- Provision for children with specific needs is good. Additional staff and adaptation of activities provides children with support needed. Staff work well with parents and other professionals.

**What needs to be improved?**

- assessment and written plans. Short-term plans to be informed by the assessment to enable staff to plan the next steps in the children's learning programme
- creativity in children's art and craft activities.

**What has improved since the last inspection?**

Generally good progress has been made in implementing the action plan drawn up to address the three key issues identified at the previous inspection resulting in good improvements being made to the educational programme.

Plans now show focused activities that cover areas for language and literacy and mathematics providing children with more opportunities to develop in these areas.

Parents are now involved in sharing the children's play plans for the next term so that they can be involved in, and contribute to their learning. Notice boards display information and letters are sent home about any changes.

Children now have key workers who update assessment records. All staff can record observations in a notebook kept in the playrooms and this information is then transferred to the childrens' records.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are very confident and interested in their freely chosen activities. They form good relationships with the staff and their peers. Independence is encouraged and children can access a range of activities that they get out and put away themselves. Children talk excitedly about birthday parties and decorating their Christmas tree.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well through gesture and spoken word. They listen to stories and hold books and turn pages correctly as seen when a more able child shares a reference book with a younger child. They are beginning to write at the very well resourced writing table and can see print on wall displays, although this is limited to inside activities. Children talk about imaginary experiences like walking round and up the play-dough volcano.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to ten and can recognise shapes and compare sizes of objects such as feathers. They can recreate patterns and sort chess pieces into colours. They identify numerals on the computer game, use mathematical language to describe quantity and add and take away in everyday activities such as giving out cups at snack time and in action songs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children confidently talk about the weather and are encouraged to look through the conservatory windows at the natural world and how it changes. They learn how plants grow and talk about growing cress. They build, construct and join a range of materials together. They have free access to and competently use computers. They know about where they live and respect their own and other peoples' cultures.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children jump, climb and balance on an obstacle course inside and use ride-on outdoors. They confidently move around the room and are aware of their own space. They use a range of large and small equipment, use woodwork tools and a range of small tools such as paintbrushes, scissors, knives, cutters and rolling pins to cut, spread and roll out in activities.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children recognise colours through activities such as painting and play-dough. They enthusiastically use musical instruments and sing action songs from memory. Children can use their imagination in the home corner and use pipe cleaners for smoke when making their volcanos. However, this is limited in some craft activities. They use their senses to smell, taste, touch and feel in the feely box. They develop listening skills through the sound lotto game.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- review and enhance the existing procedure for assessment and planning to ensure children make good progress through the stepping stones to the early learning goals in all areas of learning inside and outdoors
- provide more opportunities for children to freely express their creativity to allow them to develop their own ideas, thoughts and self-expression.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*