

Child's Play Private Day Nursery

Inspection report for early years provision

Unique reference number	EY234154
Inspection date	14/10/2010
Inspector	Frank Kelly
Setting address	21 Thornhill Road, Dewsbury, WF13 2SN
Telephone number	01924 488808
Email	
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 assesses 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.

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

© Crown copyright 2010

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

Child's Play Private Day Nursery was registered in 2001 and is operated by a private provider. It is based within converted premises which are situated in the Scouthill district of Dewsbury, West Yorkshire. Children are based in four play rooms over two floors in the main building and in an additional room based in a modular unit. All children share access to outdoor play areas. Access is via a steep hill and there are some steps into parts of the property. The setting primarily serves families living in and around the local community. It is open Monday to Friday from 7am to 6pm and provides an all year round service with the exception of bank holidays.

The setting is registered on the Early Years Register and is registered to care for a maximum of 47 children under eight years at any one time, of whom no more than 47 may be in the early years age range. There are currently 47 children on roll of these 44 are in the early years age range. The setting provides funded places for the provision of early education for some of the children. The setting is also registered to offer care to children aged over five to eight years. This provision is registered on the compulsory part of the Childcare Register.

The setting currently employs 11 staff to work with the children. Of these nine hold childcare qualifications to a minimum of National Vocational Level 2. One member of staff has an Early Years degree and two staff are working towards qualifications. Another is currently working towards an additional qualification. Staff receive support from Kirklees Early Years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have created a welcoming environment, where children access a wide range of toys and varied activities which promote their learning and development. Documentation is used to good effect for promoting partnerships; the information sharing is promoting inclusive care, although, some regulatory required information has not been obtained for every child. Children's welfare is promoted through, robust risk assessment and premises that are kept safe and secure. The management demonstrates a commitment to continuous quality improvement and is monitoring the provision. Although, the formalisation of the self-evaluation and partnerships with some of the other settings that provide shared care are in their early stages.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the information about who has legal contact 28/10/2010

with the child, and who has parental responsibility is held for every child (Safeguarding and welfare)

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

- further develop the systems for self-evaluation to form the basis of ongoing internal review
- build on the ways to record children's progress and development in ways which can easily be shared with other settings that provide shared care.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through some very secure procedures including rigorous recruitment procedures that follow the recommended guidance; including the seeking of references, checking of identity, qualifications and a completion of a full Criminal Records Bureau (CRB) check. The safeguarding children policy is sound and reflects the Kirklees Safeguarding Children's Board flow chart which is prominently displayed within the setting. A commitment by the management that all staff should complete relevant training is evident.

On a daily basis children are protected from accidents and harm. Good security is maintained both at the main entrance and within the premises. Closed circuit television monitors are used by the staff and polite reminders to parents and visitors about the importance of not leaving the entrance gates open are regularly provided. The premises and equipment are safely maintained and regularly serviced. Risk assessments have been completed and daily visual checks of the equipment and outdoor areas before allowing children to gain access to them are undertaken. All policies and procedures are in place and most regulatory documentation has been obtained. However, the setting has only obtained the required information about who has legal access to and parental responsibility for, some of the children. These records are a regulatory requirement of the Early Years Foundation Stage.

Self evaluation although not formalised is being undertaken and the views of parents, children and staff contribute to making small changes to the premises which contribute to the improvement of the outcomes for children. For example, staff's suggestions about new furniture and the fitting of a new sink and work unit is improving the safety, health, and social well-being of the younger children in their base room. Recommendations from the last inspection, such as improving partnership with parents and the assessment systems for children, have been fully addressed. Plans for future projects are in place.

The playrooms are organised to encourage children's exploration, children enter eagerly and generally settle quickly; they confidently self-select activities, and eagerly join in adult-led activities. Resources, visual images and scripts representing the cultural diversity of the children that attend are complemented by the equal recognition and acknowledgement of each child's special events and

celebrations, such as Eid and Christmas. Discussions about the similarities of how celebrations are conducted, such as the making and sending of cards are introduced to allow the children chances to discuss and explore real life experiences of their own and other people's cultures and beliefs.

The setting is successfully engaging parents. They use displays, newsletters, questionnaires and verbal interactions to share a variety of information. Parents are relaxed and at ease within the setting, and there is information about the learning and activity planning displayed. The provision and systems for supporting children who have special educational needs, or require additional support, are in place and reflect appropriate inter-agency working. However, links with other provisions, such as schools that children attend, have not yet been fully developed, in order to ensure continuity of care. The management is aware of the benefits of developing this further.

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

The Every Child Matters outcomes for the children are promoted very well at this setting. Revised systems for planning and assessment mean that the planning is based around the children's interests and provides challenges to extend and consolidate the children's learning and development. Good information is obtained when children first start, so as to form the basis of the provision and help the children settle with ease. Frequent observations are undertaken and reviews of children's routines help staff plan the activities to suit the children's changing needs.

Staff engage children well, for example, providing support when singing counting songs such as 'Boris the Spider'; they ask children to predict how many legs are left and hold up fingers for children to count. The children are engaged and focused during these types of activities. Throughout the setting staff have created a stimulating environment which allows children to self-select, experience textures and develop their exploratory nature from a very early age. For instance babies are fascinated by the bubbles in the water, the feel of flour and they intently explore the smoothness of the metal and wooden objects that are stored in low level baskets. Older children expand on their own experiences as they dress the hair on the models, paint and make patterns with peg beads.

Outdoors they consolidate their familiarity with colours and how they are associated with keeping safe. They learn to work with each other and are asked questions to make them think. For example, two children operate the mini barriers whilst the other children wait on their bikes and trikes to race along the imaginary road. The adults hold up direction paddles. The children correctly recognise that the red means stop and that green means go. Visits to the fire station, role play with pretend hoses afterwards and practising the emergency evacuation procedure, are further helping the children to learn about keeping themselves safe. Their health is promoted well through a healthy and substantial menu that respects the children's stages of development and their personal dietary requirements. For example, very young children are served a chicken casserole

and the older children are offered a chicken curry made with halal and regular meat. The warm interactions and support from staff promote children's well-being along with regular opportunities to participate in activities, such as yoga. The children enthusiastically join in, stretching and using their limbs in a controlled manner, thus extending their flexibility and coordination. Children are eager to demonstrate their skills, such as how to use a hoola-hoop and staff encourage children to use mathematical language, such as large and small.

Role play is enthusiastically undertaken and adults support the younger children's puppet shows by narrating to the audience about what is happening to 'Ali the crocodile'. Children explore a range of media to paint and make models with, mark-make for a purpose, such as making labels and for pleasure in the sand and with chalks outdoors. They have access to a range of technology and children of all ages enjoy handling and looking at books. This enabling environment, along with the staff's support in promoting the children's behaviour in a sensitive and practical manner, is encouraging children to adopt positive attitudes towards learning and developing their social and future skills for life.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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