

Play2Learn

Inspection report for early years provision

Unique reference number

EY414958

Inspection date

05/01/2011

Inspector

Kim Mundy

Setting address

Berkeley Avenue, Cranford, Middlesex, TW4 6LB

Telephone number

0208 759 5017

Email

playy2learn@btconnect.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 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 2011

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

Play2Learn was originally registered in 2008 and it was re-registered in 2010. The nursery is run by Play2Learn Childcare Ltd and it operates from a purpose built building in the grounds of Cranford Infants School and Cranford Children's Centre in Cranford, in the London borough of Hounslow. Children have access to a playroom with a separate area for babies and outdoor play facilities. The nursery is open each weekday from 8am to 6pm and it is closed between Christmas and New Year, and the last week of August. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

A maximum of 24 children in the early years age group may attend the nursery at any one time and there are currently 52 children on roll. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to 20 children aged two to four. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 10 members of staff, nine of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enjoying their time as they learn through play. Their individual needs are met effectively due to the good partnerships between parents, other professionals and staff. The management team has high expectations for the continuous development of the service. For instance, by planning further exciting learning opportunities for children's outdoor play experiences, and extending the process of self-evaluation. A strong emphasis is placed on the children's health and safety.

What steps need to be taken to improve provision further?

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

- plan the use of the outdoor area to further enhance children's play experiences.
- develop further the systems for self-evaluation by including the views of parents and children.

The effectiveness of leadership and management of the early years provision

The staff establish trusting and caring relationships with children and they work well as a team to promote good outcomes for children. Strong emphasis is placed

on safeguarding children. On a yearly basis, the staff update their knowledge and understanding of the indicators of child abuse, and the correct procedures to follow should they have concerns. Robust recruitment procedures are in place for staff, which includes criminal record checks. Daily risk assessments of the premises and outings are undertaken to further promote children's safety.

This nursery is well led and managed; the management team has a clear vision for the future of the setting and action plans are in place to further develop the service provision for children and their families. However, parents and children's views are not sought as part of this process.

The nursery provides an inclusive environment for all children. The staff have many skills to help them to support children who speak English as an additional language and those who have special educational needs and/or disabilities. Staff develop good links with many other professionals to support children's outcomes, for example, speech and occupational therapists. Managers provide a good range of toys, materials and resources to plan and support the children's individual learning. Children are developing a good awareness of multicultural Britain as they celebrate various festivals, such as Christmas, Diwali and Eid. There is a range of toys and resources to help children to appreciate difference, for example, books, dolls, posters and puzzles.

Good partnerships with parents, carers and others enable children's individual needs to be met effectively. Each child is allocated a key person who is responsible for overseeing their care, welfare and learning. The parents are informed about their children's routine and achievements. For example, via the daily feedback form, newsletter, information boards and parent meetings to discuss their child's progress. Good links are made with the local receiving schools to enable children's smooth transition. In addition, staff complete children's individual development trackers, and this transfers with them when they move on to school. The nursery is linked to Cranford Children's Centre, which offers other services that parents can access to further benefit the children. In discussions with parents during the inspection, they state that they are happy with the care and education their children receive.

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

Good hygiene routines are established to promote children's well-being. Staff wear indoor shoes and visitors are required to remove their shoes before entering the baby area where some of the babies are crawling. Babies' bottles and cots are individually labelled and bed linen is stored separately to minimise cross-infection. Good systems are in place for administering medication and the majority of staff have attended first aid training to provide suitable treatment as the need arises.

Children are learning about healthy eating through discussions and cooking activities. The qualified cook prepares nutritious meals and follows food hygiene routines and guidelines. Babies enjoy the closeness of being bottle-fed on staff's

laps and all children are taught good manners as they enjoy sociable mealtimes. Children have a variety of healthy snacks and they help themselves to drinking water throughout the day. The children, who attend the breakfast club on site, enjoy a healthy breakfast before they start their day. Staff escort the children from school to the nursery at the end of the school day.

Children are learning to keep safe as they practise the fire drill and learn about road safety and stranger danger. They are developing their independence skills as they help themselves to resources in the play room and access toilets and sinks independently. Children are well behaved and staff talk about sharing and being kind to one another as this arises during play. They are praised consistently for even the smallest of tasks, which encourages self-esteem and confidence.

Staff have a good knowledge and understanding of the early learning goals and how to implement these effectively to benefit the children. They provide a well-balanced curriculum, which includes and builds on the children's existing interests and skills. A picture of each child's development clearly emerges through staff's effective planning and assessment procedures. Clear systems are in place to identify children's developmental starting points as a benchmark for their future learning. Children have made good use of the outdoor space, which is inviting and exciting, although, staff do not currently include the use of this space in their planning to fully enhance children's learning opportunities outdoors.

Children are making good progress in their communication, language and literacy skills. They are increasing their mark-making skills as they make patterns in cornflour and water, use chalks and pencils, and write for a variety of purposes. They develop a good sense of belonging as they observe their name and photo on their peg, shoe shelf, and name card when they self-register. Staff have worked hard to continually develop their use of open questioning, and through discussion and story times, they encourage children to express their own thoughts and ideas. Children's problem-solving skills are developing well, for instance, as they stack rings, fit puzzles together, post shapes and build with bricks. At lunch time, children help to set the table and they sort and match the cutlery on to their friends' table mats.

Children engage in many worthwhile activities to develop their knowledge and understanding of the world in which they live. They are caring for living things as they plant and water seeds, and use magnifying glasses to observe minibeasts. Children participate in a range of creative activities, such as painting and sticking. They are enjoying sensorial exploration as they feel different textures, such as sand and water, and listen to various types of music, for instance, Bhangara. Staff are raising children's awareness of the importance of caring about the future of their environment as they recycle boxes, sticking materials and paper.

Children make their own decisions about when they want to play in or outdoors. They enjoy fresh air and exercise, for instance, as they climb, balance and ride tricycles, and participate in dance. Furthermore, they enjoy walks to the local park, which enables them to learn about their local community. They are introduced to positive learning experiences, which help to prepare them for their future

education.

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	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