

Playbox Nursery

Inspection report for early years provision

Unique reference number EY363646
Inspection date 27/01/2011
Inspector Jayne Pascoe

Setting address Playbox Day Nursery, 9a Treyew Road, TRURO, Cornwall,
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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Playbox Nursery is one of several nurseries owned by Happy Days Day Nurseries Ltd. It opened in 2007 and operates from its own detached premises. The nursery provides care for babies and toddlers on the ground floor and pre-school children on the first floor. Toilet facilities are situated on both levels. Accessibility is improved through use of a gentle slope up to the front entrance. The nursery is situated in the city of Truro, Cornwall. It is open each weekday from 8.00am until 6.00pm for 51 weeks of the year. All children share access to a large secure garden, enclosed woodland area, vegetable patch and separate Rumpus room. Children come from a wide catchment area.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend the nursery at any one time. There are currently 118 children on roll, 74 of whom are in the early years age group. Some of the children also attend other early years settings. There are currently 38 funded children aged between two and four years attending. The nursery supports children with special educational needs and/or disabilities and English as an additional language. There are 23 members of staff, the majority of whom have appropriate early years qualifications. The setting receives support from a qualified teacher employed by the nursery chain. There is one member of staff who is currently working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage. They are highly committed to the principles which underpin this framework and have implemented extremely effective procedures to ensure that children's unique needs are respected and met. The nursery shares excellent levels of information with parents through a wide range of appropriate methods. Staff are exceptionally well supported by the management team and they work very effectively with other early years agencies. As a result of their proactive attitude and use of robust systems for monitoring and evaluating their practice, the setting is highly successful in identifying appropriate areas for improvement, such as improvements which enable children to freely use the outdoor area.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance the outdoor environment, in order to improve accessibility and increase opportunities for children to make choices.

The effectiveness of leadership and management of the early years provision

The nursery follows robust procedures to safeguard the children in their care. The staff team are highly professional, competent and capable. They are appropriately qualified and experienced. Staff demonstrate a level of commitment that goes well beyond any expectation, in their devotion to supporting nursery children and their families. All are enthusiastic, positive, welcoming and knowledgeable. They create a warm, friendly, family atmosphere in which children can grow and flourish. The setting have developed very effective written risk assessments, which are used to maintain children's safety and security at all times. These are regularly reviewed and updated as required. Appropriate safety equipment is used very effectively to protect children and promote their increasing levels of independence. Children are closely supervised and are protected from unvetted persons. All staff demonstrate confidence in their ability to identify, record and report any child protection concerns, in line with the Local Safeguarding Children Board procedures. Children practice very regular emergency evacuation procedures with adults, in order to develop their confidence and familiarity. Children are developing a good awareness of managing risk and maintaining their own safety as adults raise their awareness through meaningful discussion. For example, they explain why it is important to move carefully up and down the stairs and warn children to be careful at lunchtime, as their food may be hot.

Staff organise the nursery extremely well to provide a safe, secure and enabling indoor and outdoor environment. Rooms are light, bright, stimulating, warm and comfortable. Standards of cleanliness are exemplary. Children's work is very attractively displayed on the walls for all to value and admire. Furniture is arranged very effectively to encourage children to engage in purposeful activity and to help them develop good social skills. High quality resources and visual aids are used successfully to promote a positive awareness and understanding of people's differences. Toys are readily accessible as they are stored attractively, at child height, in clearly labelled boxes and on open shelving. Staff have carefully considered children's differing abilities and plan to successfully ensure that all are fully included. Children of all ages benefit from regular opportunities to come together whenever possible to play and socialise. Children make excellent use of the outdoor learning environment each day. Protective clothing and boots are worn in wet weather and shady areas are available when hot and sunny. A separate, well equipped 'Rumpus Room' is situated to the rear of the property and offers a stimulating additional environment, in which to promote children's physical skills. The setting plan to extend the existing decked areas further, to provide larger outdoor play areas which are fully accessible and allow children the freedom to choose when they wish to play outdoors.

Extremely positive partnerships have been established with parents and other early years providers. Parents are very keen to express their complete satisfaction at the high standards of care and learning opportunities provided. They greatly value the extraordinary lengths that staff will go, in order to provide tailored care and learning opportunities for individual children, irrespective of their varying

requirements. A very comprehensive range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Regular newsletters, an attractive notice board, a company website and daily verbal information sharing also enhance the practice yet further. As a result of this exceptional practice, the setting is extremely successful in their ability to be fully inclusive. Staff also liaise very effectively with a wide range of early years providers in the area, in order to maintain cohesive learning experiences and continuity of care for children attending more than one setting.

Staff have introduced exceptionally effective systems for the assessment of children's learning and development. These include very useful written observations, photographs of children at play and wonderful examples of children's work. Children's records are shared very regularly with parents, in order to celebrate children's achievements and to agree appropriate 'next steps' for their learning and development. Children are confident to initiate ideas for play and make suggestions for activities. These ideas are respected by adults who record them next to the planning sheet, to ensure they are incorporated successfully in the very near future. Individual planning is developed by staff in each room and is based upon children's particular interests and abilities. Interaction with adults is highly effective in ensuring that all children are sufficiently challenged and receive good opportunities to make individual progress. Staff recognise the benefits of reflecting regularly upon their practice and have implemented extremely effective systems for self-evaluation, in order to drive further improvement.

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

Children have established exceptionally strong and trusting relationships with adults and other children. They are extremely happy, settled and content and have a sound sense of belonging. Settling procedures ensure that children and their families are treated with high levels of respect and concern. The nursery exudes a family atmosphere, which is evident as children and their families are warmly welcomed into the nursery and continues throughout the day. Children enter the setting eagerly and are confident to separate from their parent. They enjoy free access to an excellent range of interesting toys, resources and activities which are appropriate for their individual stage of development. Children of all ages are cared for in a clean, bright and welcoming environment. There is a comfortable sleep room and sleeping babies are monitored regularly. Older children can rest and relax in comfy, cosy areas of the play room on soft cushions or sleep mats. Individual needs are respected by extremely attentive staff who know children very well and meet their needs promptly.

Children are able to make choices as they select favourite toys and engage in enjoyable activities. They use a good range of indoor equipment for climbing, sliding and crawling through. All children benefit from excellent opportunities to engage in purposeful role play with a very good selection of resources, such as a toy till and money in the grocer shop and price lists which are prominently displayed on the walls. Real vegetables are used to make the experience more authentic. Children and adults have established exceptionally positive and relaxed

relationships. All are having fun and their laughter resounds around the nursery. The nursery cook visits each room in the morning to check on children's specific dietary requirements and has also clearly established very warm and positive relationships with children. Children are confident to interact with adults to ask questions, request support and direction and to share and celebrate their achievements. They follow the good examples set by adults, who are excellent role models. As a result, children are extremely polite, demonstrate good manners and are helpful, kind and considerate to others.

Children of all ages enjoy free use of an excellent range of books for both personal enjoyment and for reference. Labelling is used very well around the nursery and daily use of self-registration cards successfully enhance children's awareness of the use of the written word, in order to communicate with others. Children and babies use a wide range of materials to mark make and activities are very well resourced to actively promote scribing. Communication between adults and children is exceptionally effective, as they use body language, facial expression, signing and vocabulary very well indeed. Babies express themselves confidently, secure in the knowledge that adults understand and will meet their individual needs promptly. Adults introduce new words to extend children's developing language further and pre-school children are keen to take responsibility for explaining nursery procedures and describing recent activities and experiences they have enjoyed. Children and babies benefit from excellent opportunities to sort, count and match with favourite toys. They competently build and construct using stackable blocks. Children sing number songs which provide opportunities to begin to add and subtract. They share, negotiate and cooperate in order to successfully problem solve. Adults successfully introduce appropriate language for children to explore such as 'bigger', 'smaller', 'higher', 'lower', 'taller' and 'shorter'.

Children are extremely skilful in their use of the computer and enjoy appropriately challenging programmes to develop their learning in all areas. They play with an excellent range of interactive and programmable toys. 'Small world' play is greatly enjoyed, as children benefit from an excellent range of toys which depict the range of people in the local community, wider world and from history. For example, children play with the model castle and knights on horses. They enjoy visits from local people in the community, such as the fire fighters and re-enact their role using dressing-up clothes, small world fire fighters and appropriate associated tools and equipment. Children's experiences are greatly enriched by the effective role modelling of both male and female members of staff, who bring different perspectives and qualities to the provision. Children make excellent use of the outdoor learning environment to grow fruit and vegetables which they cook and eat. They compost waste foods and are actively involved in feeding and observing the wildlife in their garden and woodland area. Children are taking responsibility for recycling waste packaging and old mobile phones. They explore and celebrate their own culture and beliefs and those of others. They are developing a high level of respect for people's differences. Children routinely discuss the passing of time, identify the days of the week, observe the changing weather and celebrate significant events such as birthdays and festivals. They are currently planning celebrations for the forthcoming royal wedding.

Children are extremely imaginative and highly creative and their play. They engage

in very interesting opportunities for exploring sensory play, as they feel the texture and aroma of jelly cubes, shaving foam and make patterns in the paint, which is inside plastic covered trays. Older children have set toys into jelly, in order to enjoy the experience of getting them out again. They explore the texture of fake snow and fine soil. Children manipulate and shape play dough, explore home-made 'shakers' which contain glitter, pasta, polystyrene beads and sand. They create wonderful patterns using chunky chinks, paint with fine brushes and glitter and they produce attractive collage, using a wide range of interesting materials. Their art work is clearly valued, as staff display it extremely attractively on the play room walls. Children and babies enjoy daily use of the outdoor learning environment for fresh air, physical exercise and fun. Children and babies, climb, slide, run, jump and engage in adult-led 'Wake and Shake' exercises. They move across the stepping stones which vary in height, in order to improve their balance and very young children particularly relish bouncing on the trampoline. They benefit from wholesome, home-cooked food prepared by a knowledgeable and committed nursery cook. Specific dietary requirements are met extremely well and children are encouraged to serve themselves and enjoy second helpings, in order to promote independence and to ensure that individual needs are met. Children enjoy the social aspect of meal and snack times, as they sit together with their friends and staff, chatter happily and develop good table manners. Excellent hygiene procedures are routinely followed to promote children's good health.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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