

The Playroom

Inspection report for early years provision

Unique reference number EY266430
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Inspector ISP Inspection

Setting address 70 Musters Road, West Bridgford, Nottingham,
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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

The Playroom Day Nursery opened in 1997 and operates from four rooms in a building in West Bridgford, Nottinghamshire. Children are cared for on two levels within the building, according to their age and development. All children share access to one of two secure outdoor play areas.

The Playroom is registered on the Early Years Register to care for a maximum of 58 children at any one time. There are currently 91 children in the Early Years Foundation Stage on roll. The nursery is open each weekday from 7.45am to 6.15pm throughout the year.

The setting currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language. The Playroom employs 22 members of staff. Of these, one is qualified to level six, two to level five, two to level four, twelve to level three and three to level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs and uniqueness are acknowledged through exceptional adult support, highly effective procedures and robust working practice. Staff possess an extensive understanding as they meticulously implement the Early Years Foundation Stage and subsequently children are highly motivated and enthusiastic in their play. Children make prolific progress in their development supported by exemplary systems to observe, record and identify their next steps for future learning. Extremely well-established systems for self-evaluation and reflective practice demonstrate a strong sense of commitment to maintain and drive further improvement.

What steps need to be taken to improve provision further?

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

- using mealtimes to better effect, to encourage children's coordination skills.

The effectiveness of leadership and management of the early years provision

Leadership and management are outstanding as those in charge strive to achieve exceedingly high standards through systematic and inclusive self-evaluation. A positive culture of reflective practice successfully identifies areas of strengths and

improvement. Consequently, the views of children, parents, carers and staff serve to identify strengths and drive improvement. Children's safety is paramount and persistently maintained. Staff are extremely knowledgeable regarding safeguarding issues and the procedures to follow, should they have concerns about a child in their care or other adults working with children. Extensive policies, procedures and records for the safe and efficient running of the setting are meticulously revised to maintain regulatory compliance. Robust recruitment and induction procedures ensure highly qualified staff, with extensive knowledge and experience, are suitable to work with children. Further training is supported by the owner who recognises the benefits to staff development and the consequent optimum impact on the quality of the care children receive. Dedicated staff work extremely well together to ensure day-to-day routines and innovative play opportunities are efficiently managed. This contributes to providing a safe and nurturing environment where children's individual needs are met exceptionally well.

Children are cared for in age-appropriate rooms and supported exceptionally well as they transgress through the nursery. A highly successful system, where the key person moves with the child, is implemented effectively to ensure ongoing consistent care for children and diligent support for parents and carers. The nursery is extremely well resourced, providing children with innovative and exciting experiences which inspire their enjoyment, fun, learning and development.

Excellent communication and partnerships with parents ensure pertinent information is shared to enable staff to care for children according to their specific individual needs, interests and their parents' preferences. Precise documents are diligently established with parents at the outset and daily discussions, individual records and daily activity sheets are used highly effectively to aid communication. Parents are kept extremely well informed about their children's progress and support ongoing improvements within the setting through regular questionnaires. Parents acknowledge their involvement within the nursery and speak exceptionally highly about the owner-manager, senior team and staff. This was noted especially during radical changes to the provision of the care for babies and younger children. Parents views and concerns were acknowledged resulting in the introduction of new systems to ensure familiar staff were present at all times, especially at either end of the day.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. Staff are employed to work with specific children should this be required. Consequently robust systems are successfully implemented to support the identification and inclusion of any child with additional needs, to reach their maximum potential. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in other languages. Children use simple sign language within the nursery and enthusiastically join in singing songs in Spanish. Links with local schools are established to aid a smooth transition as children move on in their education.

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

Children make prolific progress towards the early learning goals through an innovative environment based on child-initiated activities. They experience a wide range of stimulating play opportunities supported with an abundance of equipment and resources to promote self-selection and inspire children to steer their own play and make learning fun. Children grasp opportunities enthusiastically to expand their learning and eagerly enter into tasks, to collect identified objects. A child collects items beginning with the letter of the week, sharing dice, daddy and a branded connecting brick at show and tell time. Another child collects items to the value of six, proudly announcing that she has found six lots of six as she counts these successfully with a member of staff. Personal, social and emotional development is highly valued and consequently children are very capable and determined in their learning and development. They independently address their own personal care and speak knowledgeably about the importance of good hygiene, including hand washing routines.

Whole group sessions are used effectively to talk about items they bring for show and tell sessions and the skilful use of open questions by staff and other children provoke thoughts, language and learning. Children use simple sign language and sing with gusto in Spanish and eagerly rush to share their translation skills in a discussion about the meaning of words such as hello and goodbye.

Opportunities are used throughout the day to promote active learning. A range of excellent outdoor toys support children's physical skills as they climb on static equipment and ride wheeled toys with expertise and developing skills. A tent is erected by a group of children using outdoor furniture and large sheets. They squeal gleefully as a staff member joins them and when another child roars that he is a monster and coming to get them. A group activity is shared as children skilfully balance on a wooden bridge as they recreate the story of 'The Billy Goats Gruff'. They step carefully in order not to disturb the staff member acting as the troll.

Babies and very young children receive excellent care in visually stimulating areas with a wide range of resources to promote early development. Staff plan flexibly to provide early activities including hand activated toys and those to develop hand-eye coordination and physical skills. Meticulous hygiene routines, including the use of gloves and aprons during changing procedures minimise the risk of cross-infection. Health is actively promoted through parental provision of nappies, creams and wipes to ensure they use of familiar products. Staffs observe and assess children systematically during play and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used superbly to record and identify children's consistent progress.

Children recognise their own names as they select and place their name cards to denote their participation at snack time. Older children pour their own drinks and enjoy the varied foods provided during meal times which serve as integral parts of

children's social development. However, although knives are provided at mealtimes children are not encouraged sufficiently to develop their coordination skills and sometimes revert to the use of fingers.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns when playing with toys and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. They followed the travels of the owner as she visited various countries around the world via a computer link. A doll, called Jenny, was photographed in different locations and the pictures sent to the nursery, which inspired children to gain awareness of world travel and location. Books, posters, wall displays and play equipment help children to value each other. They take part in various activities, supported by parental involvement to celebrate in a selection of special events and festivals.

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