

Playhouse Day Nursery (Northern)

Inspection report for early years provision

Unique reference number

EY420139

Inspection date

26/07/2011

Inspector

Lindsey Pollock

Setting address

St. Francis of Assisi Primary School, Lowfields Avenue,
Ingleby Barwick, STOCKTON-ON-TEES, Cleveland, TS17
5GA

Telephone number

01642767576

Email

Playhouse1@hotmail.co.uk

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

Playhouse Nursery is privately owned. It was first registered by the current owner in November 2006, then re-registered in 2010 when it became a registered company. It operates from a modular building in the grounds of St Francis of Assisi in Ingleby Barwick. The nursery serves the local area and surrounding areas. The nursery is accessible to all children and there is a fully-enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times, all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 33 children may attend the nursery at any one time. There are currently 62 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to nine years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds.

The nursery employs nine members of childcare staff. Of these, most hold appropriate early years qualifications at level 2, level 3 or above. Most staff have completed first aid training and all have completed food safety and hygiene training.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady, and in some areas, good progress in their learning and development. Staff are warm and caring and children are happy and settled in this friendly, welcoming nursery. Effective steps are taken to keep children safe. However, these are not always documented appropriately to help with continual safeguarding arrangements. Good partnerships with parents help to involve them in their children's care and education. The leadership team are committed to developing the provision and drive and secure improvement satisfactorily. Consequently, the capacity to improve is sound.

What steps need to be taken to improve provision further?

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

- ensure the records of information used to assess suitability include the date on which Criminal Record Bureau disclosures were obtained (Suitability of adults). 10/08/2011

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

- analyse observations to help with planning 'what next' for individuals and groups of children
- keep a record detailing how childrens security is maintained with regard to the low gate that leads to the school premises
- record risk assessments connected with outings and trips and review these at regular intervals, including when something connected with that outing might be changed
- continue to develop links with schools and other nurseries to ensure childrens needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to implement safeguarding procedures should they be concerned about a child. The designated officers have completed training and are fully aware of their responsibilities. Robust and rigorous recruitment procedures are in place to ensure people are suitable to work with children. However, a record is not kept of when Criminal Records Bureau checks have been completed on staff. This is a legal requirement to help with continual safeguarding. The staff identify dangers on the premises and take steps to eliminate risks and keep children safe. The indoor provision is secure, with the inner door kept locked at all times. The main gate to the outdoor play area is made secure when children are playing outside and staff supervise the children closely. However, the written risk assessment does not include how the risk to children from the low gate to the school premises is managed to ensure their continued safety. Staff assess the risks to children when on outings, but, when children are taken to and from nursery and school, the potential dangers, and how these are minimised, are not recorded. This does not help maintain childrens safety.

Satisfactory systems for self-evaluation are in place. For example, a self-evaluation form is used to help identify areas for development. All staff have the opportunity to contribute to the evaluation process. Questionnaires are also issued to parents to seek their views. The nursery is welcoming and is maintained to a good standard. All areas are brightly decorated and are inviting to children. This provides a stimulating environment which is conducive to learning. Easily accessible, good quality toys and child-sized furniture help to promote children's independence and ensure equality and inclusion for all. Their work is proudly displayed which helps to raise their self-esteem and ensure all are valued.

Positive partnerships are in place with parents. These enable staff to meet children's individual needs and provide continuity of care for them. Information is sought prior to admission regarding their care and development needs when children first start to help them settle quickly. Daily diaries are completed for most children, detailing their care and the activities they have enjoyed that day. Barnaby the bear also provides a good link between home and the setting when children take him home. This ensures parents are involved in and informed about their child's learning. Parents speak positively of the nursery, including comments such as welcoming and friendly staff, very good feedback no matter how busy everyone

is and nursery promotes my child's learning and development. Staff endeavour to build relationships with all other providers of the Early Years Foundation Stage to promote continuity of learning for children. They fully recognise the importance of building these links and successfully share information with some of the schools and nurseries.

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

Children enjoy their time at nursery. Staff have a sound and sometimes good understanding of the Early Years Foundation Stage and of how children learn through play. They provide a varied range of activities which cover the areas of learning. These are a mix of adult-led and child-initiated activities. Systems for recording observations are currently being reviewed and adapted. These do not always identify the next steps in individual childrens learning so that activities can be planned to fully promote childrens progress towards the early learning goals. As a result, some children do not always get the maximum learning opportunities from activities.

Children's personal, social and emotional development is progressing well. They behave very well and are supported by calm, caring staff who help them to learn about acceptable behaviour. Their independence is increasing. The older children manage their personal hygiene and help with tasks, such as setting the table for lunch when they are the lunchtime helper. Children are becoming skilful at communicating, speaking and listening. Some are able to use sign language, and, as they develop, chat happily, speaking clearly and confidently. Older children recognise initial letter sounds and sound these out during circle time. They are gaining an understanding of number. Younger children enjoy putting things in and out of containers and play with shape sorters. As they develop they confidently use resources, such dinosaur shapes, sorting and organising them in size and colours. They enjoy art and craft activities, both adult-led and child-led, experimenting with different media to promote their sensory development. Outings in the local area, including visits to the local shops and garden centre, broadens childrens experiences and raises their awareness of the local community. Activities, such as celebrating Chinese New Year and learning about traditions, such as Henna hand painting, helps to raise children's awareness and appreciation of diversity and the world in which they live. They are becoming aware of the importance of helping and caring for others. They participate in charity events and visit the local care home.

Children are beginning to learn to keep themselves safe. For example, they practise how to evacuate the building in an emergency and learn about road safety when on outings. Good practices are in place to promote children's health. Most children enjoy lots of opportunities for outdoor play, using a varied range of equipment to promote their physical development. They grow fruit and vegetables and enjoy eating these at snack and mealtimes. Consequently, they are gaining an understanding of the importance of healthy eating. Good standards of hygiene are maintained and staff implement good practice, such as wearing aprons and gloves for nappy changing.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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