

Lets Play Nursery

Inspection report for early years provision

Unique reference number 509372
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Inspector Patricia Webb

Setting address 25-27 Redstone Farm Road, Hall Green, BIRMINGHAM,
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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

Lets Play Nursery was registered in 1995 and is a privately owned business. The nursery is situated in a residential area of Hall Green in Birmingham and can be easily accessed from Hall Green, Olton and Solihull. The accommodation consists of two converted adjoining shops. The main nursery is situated in one building and is comprised of two play areas on the ground floor and two rooms on the first floor. There is no lift access to the first floor. The baby unit is situated on the ground floor of the second premises. All children share access to a secure, enclosed outdoor play area.

The nursery is open each weekday from 7.30am until 6pm for 51 weeks a year, with the exception of Bank Holidays. A maximum of 37 children may attend at any one time. There are currently 46 children attending who are within the Early Years Foundation Stage. The nursery also provides holiday care, before and after school care and escort services for children attending nearby schools. 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. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 childcare staff, including the manager, and all hold appropriate early years qualifications. The nursery also employs a housekeeper. The manager has a Foundation Degree in Early Childhood Studies. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The owner/manager and the staff team have worked systematically to bring about significant improvement in practice since the last inspection. Consequently, children are making good progress in all aspects of their development and learning. Each child is supported in working towards their full potential, with interaction from adults who know the children's characters well and plan effectively to extend children's interests and ideas. Strong partnerships with other professionals and parents and carers contribute to the cohesive and consistent approach to the early years programme.

What steps need to be taken to improve provision further?

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

- explore further strategies for involving parents more actively in their children's learning and development
- review the procedure for the administration of liquid painkiller medication, with parents providing the medication labelled for their own child.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery demonstrate a strong capacity for improvement, borne out in practice by the strong and committed staff team. Children are safeguarded as robust and rigorous systems are in place to ensure staff undergo full vetting and that adults are suitably qualified and experienced. The stable staff team offer a range of skills and talents that are effectively harnessed by the owner/manager in order to promote outcomes for children. For example, some staff are skilled in Makaton sign language and guide other staff in using it regularly in the setting. Staff are knowledgeable in the procedures to be followed with regard to child protection concerns and ensure that parents are made fully aware of the setting's duty of care to act in a child's best interest at all times. Staff hold suitable first aid qualifications and the arrangements for outings have been improved to ensure that a qualified first aid member of staff is in attendance at all times. The current procedure for administering painkiller medication refers to the nursery providing its own supply of the medicine rather than requesting that parents provide this for their own children. Although the parents are consulted about their child's condition prior to any medication being given, this approach means that the medication has not been specifically recommended for the child. Risk assessments are conducted diligently and resources are checked regularly both by staff and the children as they begin to consider risk assessment for themselves.

Having drawn up an action plan, the management and staff have worked systematically to ensure that improvement has been effective in developing practice. A detailed process of self-evaluation has been undertaken to identify strengths and areas for further development. For example, having visited other settings, the planning of children's learning and development has been reviewed to include mind-mapping, where both staff and the children themselves contribute ideas and interests to the key topic, extending children's learning opportunities from their perspective rather than just the adult input. For example, children were fascinated by the cuckoo clock in a favourite story and now wait with bated breath for the cuckoo to appear on the hour as they now have a clock of their own on the pre-school wall. The setting is endeavouring to involve parents and carers more actively in their child's learning and development journey. This is not yet as effective as staff would like and further strategies are being considered. Daily discussions are offered by key workers to ensure that information is exchanged with regard to children's care routines and individual needs. Parents comment on the 'friendly and happy staff', and some parents add comments to the records, expressing pleasure at how their child is being guided in their transition. The setting offers inclusive practice, ensuring that each child's needs are known and planned for and that every child is effectively supported in enjoying and achieving.

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

Busy children in each care base actively engage in well-planned routines, with close interaction from caring and enthusiastic staff. Having reviewed the planning, observation and assessment process, children's learning journeys reflect the progress they make in each area of learning and development. Next steps are recorded and verbal discussions take place with parents to plot their children's attainment. These are pertinent to individual children as achievable targets are set based upon each child's individual ability and stage of development. This aspect is particularly well-honed when children are making the transition to full-time school as their individual needs are sensitively acknowledged. For instance, a simple booklet prepared for a child shows pictures of the school, classrooms and some of the new staff the child will meet in order to aid the child settling in to new experiences.

Using the outside play area as an extension of the learning environment, children enjoy free-flow activity. They move their resources outside and can also enjoy outdoor activity in poorer weather as they have a covered area. Clambering up the wooden tower, children hone their confidence and physical skills. Babies enjoy crawling and toddling around the undulating surface outside as well as using suitable resources, such as walker toys, to promote their early walking skills. A child discovers their reflection in a small mirror with amazement and delight, making facial expressions to connect with this 'other person'. Toddlers show an understanding of showing care and consideration for others as they prepare cards and some cakes for another child's birthday. Children also tend to their flowers and plants in the garden, sown with care and tended with a sense of responsibility as they water them regularly. Story and song times are enjoyed as children eagerly anticipate the repeated familiar phrases in their favourite stories. Babies copy adult facial expressions and actions to the rhymes, giggling with delight as the 'snap' of the crocodile approaches in the song. Such practice develops children's early communication skills. Older children chat animatedly as staff ask about their recent holidays and celebrations for Eid, valuing and respecting children's diverse backgrounds. The active use of sign language throughout the nursery contributes to inclusive practice and assists in each child's communication abilities. This is particularly strong for children with identified special education needs and/or disabilities.

Staff work closely and sensitively with parents to address aspects of children's development, such as potty training and children's reliance on their favourite comforters. Individual children's needs are identified and met by the child's key worker based on each child's level of understanding. Children develop an understanding of following a healthy lifestyle as they recall why hand washing is important and enjoy daily outdoor experiences. They participate in dining 'al fresco', preparing the tables as they develop a sense of responsibility and routine. Meals are balanced and nutritious, taking account of dietary requirements and preferences. They understand about keeping safe as visitors to the setting reinforce this. For example, they have had instruction in road safety and have looked closely at safety equipment, such as car seats and fire safety routines, to

gain an insight into assessing risks for themselves. Children's behaviour is positively promoted as they become 'stars of the week' and older children show an awareness of the consequences of their actions on others.

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

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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

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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