

Playbase Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Playbase Nursery is a privately owned and managed nursery. It was registered in 2006 and operates from a large converted building with seven playrooms and a soft play area. The playrooms are on two levels and can be accessed by stairs or a lift system. The nursery is situated in the centre of Kendal, Cumbria. The nursery is registered on the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is registered for 102 children in the early years age group. There are currently 91 children on roll. The nursery provides funded early education for three- and four-year-olds.

The nursery is open five days a week from 7.30am to 6.30pm all year round. All children share access to a secure outdoor play area. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There is a team of 18 staff, including the manager, of whom 13 hold relevant childcare qualifications. A member of staff holds a BA in teaching. The setting is supported by the local early years team and an advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness, they set realistic targets to drive continuous improvement and are striving to develop effective systems to ensure all children have personalised learning. The setting provides an exceptionally safe and secure environment for all children, and staff understand the importance of having robust policies and procedures in place. The setting has exceptionally strong links with parents, carers and other providers.

What steps need to be taken to improve provision further?

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

- continue to develop a systematic and routine approach to plan the next steps in children's developmental.

The effectiveness of leadership and management of the early years provision

The highest priority is given to safeguarding children. All staff have an excellent understanding of how to keep children safe. Staff have comprehensive knowledge on safeguarding issues and an exceptional level of commitment to promoting

children's safety. For example, many staff have attended external safeguarding training. There are robust safeguarding policies and procedures in place and staff are aware of their roles and responsibilities. All staff have had enhanced background checks and are suitable to work with children. This means that children are exceptionally safe and secure while in the setting. The setting has detailed risk assessments for the premises and outings. This means that children can move around the setting safely and freely and that children are consistently safe when off the setting's premises.

The environment is well organised and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children visit the park to feed the ducks and go on walks to collect conkers and leaves. Children access a wide range of learning opportunities and activities that support their learning and development in all six areas of learning.

Staff work co-operatively as a team and with parents and children to ensure that the nursery is continuously improving. For example, staff are working together to develop the outdoor area to ensure children have a wide range of learning opportunities outdoors. They have taken parents and children's view into consideration through discussion and questionnaires. Staff are aware of their strengths and weaknesses. The setting has addressed previous recommendations promptly and effectively. For example, all children access fresh air daily. This means that children are developing a healthy lifestyle.

Staff have formed extremely positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis. This is demonstrated through children's development records as well as written and verbal communication. Information is also shared meticulously with other providers. For example, children's development records are shared with other settings that children attend and also schools prior to transition. This means that parents, carers and other practitioners are fully involved in children's learning and development and each child is supported in working towards the Early Learning Goals.

Staff appropriately and actively promote equality and diversity by providing a range of learning opportunities and resources for children to access. For example, the children have been learning welcome songs in different languages. This widened children's understanding of the world. Staff have good understanding of children's backgrounds and needs. For instance, some children have specific dietary needs because of allergies. Staff ensure that snacks and meals provided take this into account and children are provided with the same snack so as not to draw attention to any differences. Staff observe children regularly and identify children who may require additional support by sharing information with parents, colleagues and where appropriate interagency teams. This means that individual needs of children are met and all children are fully included in the life of the setting.

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

Children are settled and eager to explore learning opportunities and their surroundings. Children do this independently by self-selecting resources as well as accessing learning opportunities that have been set up by staff. They are exceptionally confident and request support from staff when necessary. For example, some children ask for help to take their coats off when coming indoors. This shows that children are developing excellent levels of confidence and self-esteem. Children safely use a range of tools and equipment and demonstrate they know how to use these to stay safe. For example, children dig in the bark outside with metal rakes and trowels and know that they have to use the tools in specific areas. This shows children are showing a mature response to taking responsibility for their own and others' safety.

Children follow excellent hygiene procedures by washing their hands before snacks, after toileting and playing outside. Children understand the importance of following hygiene procedures and discuss the need to wash away germs and dirt when coming back from a walk to collect leaves. Children enjoy snacks and meals provided by the cook, who has completed food safety training. Staff ensure children's preferences and dietary requirements are incorporated into snacks and meals and that they are balanced and nutritious. Children display confidence at mealtimes as they talk to their peers and make eating a sociable experience. Children sit at the table and display excellent table manners saying 'please' and 'thank you'. Children exercise regularly using large apparatus to develop their large muscles and learn to take calculated risks. All children have access to the soft play area where they climb, jump and use the slide.

Staff are very knowledgeable about the Early Years Foundation Stage and use this to support children's learning. However, planning needs to effectively reflect children's individual next steps to ensure all children reach their full potential. Staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, they engage in role play in an area set up as a greengrocers, taking turns to select fruit and weigh it using the scales before the greengrocer asks for payment. Children readily access a variety of books and staff support their communication, language and literacy by sitting with them to read their favourite stories; children point out animals and develop their speech by making animal sounds. Staff understand individual children's needs and work to ensure they develop new skills and are motivated to learn. Children progress well in all six areas of the Early Years Foundation Stage.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff support some children to make hedgehogs out of play dough while other children create their own with wooden spatulas. Staff have good knowledge of each child's background and needs and discuss these with parents, which means children's welfare requirements are well met.

Children display a strong sense of belonging in the setting and behave very well. This is because staff praise the children and give clear explanations of boundaries. Children work co-operatively with peers and this shows that they are developing respect for others. Children also learn about other cultures and beliefs, this is because the staff provide a variety of resources, including a selection of books, dolls and small figures. Children have access to a range of displays and sing the nursery's welcome song in several languages, including Afrikaans, Hungarian, English, Polish and Russian.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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