

Play 2 Learn Day Nursery

Inspection report for early years provision

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Inspector Lynn Hughes

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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

Play 2 Learn Day Nursery Ltd was registered in 2004 and is privately owned and run. It operates from a purpose built building within St Clements Health and Community Centre, in West Thurrock Essex. A fully enclosed garden provides an appropriate area for outdoor activities. The nursery is open from 8am to 6pm with an optional early start from 7.30am for parents requiring this provision. The nursery is open five days per week throughout the year.

A maximum of 50 children under five years may attend the nursery at any one time, all of whom may be in the early years age range. There are currently 72 children on roll. This provision is registered by Ofsted on the Early Years Register and on the Compulsory part of the Childcare Register.

The nursery employs 29 members of staff, of whom 20 including the manager hold appropriate qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are well met. Very clear and well organised management systems ensure that the nursery operates effectively and runs proficiently. Staff know the children in their care well because they work effectively with parents to establish a good understanding about the children's home backgrounds, interests and capabilities. Children develop a good understanding about keeping safe and healthy, although opportunities are missed at mealtimes to promote children's independence and to challenge them appropriately. Effective self-evaluation ensures that the management and staff regularly review and evaluate the nursery in order to continuously improve.

What steps need to be taken to improve provision further?

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

- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded as the nursery actively encourages all staff to develop their knowledge and understanding of safeguarding issues. They

attend regular training and in-house workshops on various aspects of safeguarding children. All adults are appropriately vetted and have clear proof of their clearance on file. Rigorous risk assessments indoors and outdoors ensure that children play and learn in a safe and secure environment.

The nursery is continuously changing and evolving through effective monitoring of the provision and through self-evaluation. All staff are provided with opportunities to evaluate the learning provision for the children in their rooms. This information is effectively used to improve opportunities for children to make progress and develop. Parents are actively encouraged to participate in the self-evaluation processes by completing regular questionnaires and by placing comments on the 'suggestions tree' situated in the foyer of the building. Daily verbal discussions between parents and staff provide good opportunities for those wishing to informally share their thoughts on their children's care and learning.

Resources are presented well throughout the nursery to enhance children's opportunities to make choices and decisions over their play and learning. Low containers which house toys and equipment are well-labelled for easy recognition. Staff are very effectively deployed around the nursery to ensure that children are well-supervised and supported. They interact well with children, enhancing their vocabulary and interest in the resources and activities provided. The management team are firmly committed to developing the staff's knowledge through in-house training events and through external training. Clear posters reflect diversity and encourage children to learn about people's differences and similarities. Well organised activities based around celebrations and festivals enable children to develop knowledge of a range of cultures and beliefs.

Staff work well with parents encouraging them to play an active role in their children's well-being and early educational needs. They communicate daily and provide written accounts of the children's day for the parents of very young children. Parents are provided with opportunities to discuss their children's progress and learning achievements through open evenings. All parents are provided with written information about how their child has progressed over a six to eight week period. They have opportunities to respond to this account and to be involved in planning for children's next steps in learning. Partnerships in the wider context are effectively used to promote children's welfare.

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

Children are excited by their early years experiences. They have good opportunities to participate in a wide range of planned and freely chosen activities which enable them to make progress in all six areas of learning. Children's welfare needs are generally well met through the nursery's working practices and procedures. Staff work with small groups of key children, observing their achievements, recording their progress and planning effectively for their individual learning styles. Children enjoy being creative as they express themselves through

painting and sticking. They explore materials, such as sand and water on a daily basis. They have fun dressing up and participating in role play. For example, the shop in the pre-school room enables them to purchase a range of foods which they place in to their shopping bags. 'Island time' enables the children within each key group to have some dedicated time with their key worker whereby they focus on planned activities. For example, small groups of children listen attentively to stories which are made more exciting through the use of visual aids and puppets.

Children develop a good sense of staying safe as they follow the staff's clear directions. They know that it is important to walk carefully up and down the stairs, holding on to the low banister rail which has been placed at child-height to enhance their safety. They understand the importance of placing chairs back under the tables and not running around inside the nursery to ensure that they and their friends remain safe. Security is very actively promoted, for example, all visitors enter the nursery through an intercom system which is also fitted with a camera. Children are fit and healthy as the nursery has clear and effective systems in place for ensuring that they learn about healthy habits. They are provided with opportunities to play in the nursery garden twice a day, although at present this system does not promote freely chosen indoor and outdoor play. Children understand about the importance of hand washing at appropriate times and are encouraged to clean their hands and faces when they have finished eating. Healthy and nutritious snacks and meals are provided throughout the nursery day which are prepared and cooked from fresh ingredients on the premises. At present there are limited opportunities for children to play an active role in meal times or to use meal times to promote challenging experiences.

Children confidently move around their rooms, interacting well with their friends and with the staff caring for them. They approach staff for cuddles and join in with discussions on a range of subjects. Staff promote children's self-esteem through appropriate praise and encouragement. Each room has a 'super star' on the wall, which allows staff to place the name of a child who has been exceptionally good or done something which deserves praise. A short comment placed with the name details what they have done to be awarded a place on the 'super star'. Children enthusiastically show their parents on collection and tell them why their name has been placed there. Children learn to be friends with each other through the staff's positive language and encouragement to be considerate of each other. The wide range of well-planned activities and freely chosen play on offer to children enables them to develop essential skills for the future. For example, they develop handwriting skills as they freely access a good selection of drawing and writing resources which are presented at their height. Children's computer and technology awareness is promoted as children have good access to computers within their playroom.

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

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	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