

# Childsplay Day Nursery Annexe

Inspection report for early years provision

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**Unique reference number**

EY271739

**Inspection date**

02/12/2011

**Inspector**

Michelle Britch

**Setting address**

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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**

Childsplay Day Nursery Annexe opened in 2003 and is run and managed by a committee. The setting operates from one main room, in a purpose built building in Preston, Lancashire. A maximum of 22 children may attend the nursery at any one time. The setting opens five days a week all year round, with the exception of one week at Christmas. Sessions are from 7.30am until 6pm. Children have access to an enclosed outdoor play area.

There are currently 36 children aged from 13 months to four years on roll. Of these, 19 children receive funding for nursery education. The setting offers a service to local families and children. The setting supports children with English as an additional language. The setting employs 10 members of staff, including two part-time managers. All the staff have early years qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and clearly enjoy the time that they spend at the nursery. The children's welfare, learning and development are well promoted, as staff demonstrate a sound knowledge and understanding of the Early Years Foundation Stage. Overall, a broad range of worthwhile activities are provided, which capture and sustain children's interests with a system of observation and assessment. Although, staff respect the uniqueness of each child and good relationships have been established with parents and carers, links with other providers are not yet fully formed to ensure smooth transitions for the children moving to school. The staff team have strong aspirations for developing the quality of the nursery, however, management need to remain focused on their legal obligations particularly when notifying Ofsted of any changes.

## **What steps need to be taken to improve provision further?**

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

- ensure that there is a named deputy who is able to take charge in the absence of the manager (Suitable people). 19/12/2011

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

- further develop the existing relationship with feeder schools, in order to provide a clearer picture of children's starting points and support the smooth transition into formal education

- introduce the significant observation notes into the planning cycle to identify next steps in children's learning and to inform future planning.

## **The effectiveness of leadership and management of the early years provision**

Procedures to safeguard children are well developed. Staff have a good understanding of the indicators of abuse and are aware of the procedures to follow should they have a concern about a child. Robust recruitment, induction and training processes create an environment where children are happy and safe. All required documentation is in place, up-to-date and well organised, to maintain confidentiality and to safeguard children, such as, staff checks, records of attendance, fire drills, accident and safety check lists.

The setting promotes equality and diversity through an extensive range of resources and equipment that depict positive images of gender and ethnicity. Staff make sound use of space and resources, to ensure that children play freely without restriction. Since registration the settings named deputy has temporarily left, therefore, no one is available to take charge in the absence of the manager. Although, this is a breach to one of the specific legal requirements, it is minor and has no impact on the safety and well-being of the children.

The setting is very reflective and management are able to identify their strengths and weaknesses. They make good use of monitoring systems to enhance the provision, such as, the Ofsted self-evaluation form and are working towards the local authority's 'Step into quality award'. This has allowed them to prioritise areas for development, including, the baby room and the outdoor provision. There is a strong management team with clear roles and responsibilities and the staff team are fully included in decisions. All recommendations made at the last inspection have been positively met, which has a favourable impact on the children's overall well-being and safety.

The management team understand the importance of partnership working. Staff form friendly relationships with parents and carers, which allows children to be relaxed and happy at handover times. Parents are consulted with and given information regarding their child, for example, they access the folders of work and their child's individual tray of completed work. Staff promote an inclusive setting inviting all parents to accompany nursery trips and translate policies, newsletters and questionnaires into both Gujarati and Polish. This welcomes parents to become part of the setting and encourages parents with English as an additional language, to meet other parents within the community. However, the relationship between the setting and host schools in the local area, are less well developed, therefore this does not provide a smooth transition for children, which means that continuity of care, is not fully met.

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and use an effective key-person system to support children to achieve good outcomes. They demonstrate a positive attitude towards learning by planning the activities and resources based on the children's interests and observations. A photographic display is used to monitor children's development, so parents and carers enjoy clear visual images of their child's experiences. Spontaneous written observations of children's narrative, interests and learning styles are collated but not used to their potential, therefore, children's next steps and progress are not fully provided for leaving gaps in children's learning.

Staff are good at promoting children's personal, social and emotional development. The children are happy and relaxed in their play and confident in their interaction with their peers and adults. Children are interested, motivated and play with purpose and concentration while spreading glue and building towers. Staff plan activities based on interests and also integrate celebrations and festivals, such as, Santa day in Poland, Ramadan and Eid. Staff ensure that each child receives constant encouragement and support while they play creatively and imaginatively. Children enjoy pretending to talk Polish to each other in the home corner and make mud pies outside. This helps them to understand that they are part of a wider community and develop good communication, language and social skills, that they need to achieve and participate fully.

Children from a young age show a strong sense of security and belonging at the setting. Many children recognise their names and have the opportunity to develop their pre-writing skills as they take part in the self-registration process. The standard of behaviour is good, with children developing their own code of behaviour and demonstrating good manners, often unprompted. Children take part in a good range of activities that encourage them to share and take turns. They play well together alongside their peers, successfully understanding the need to cooperate and support each other. For example, children playing in the water help each other to wash their dolls.

Children take part in various activities, such as, threading, painting, water play, colour sorting and enthusiastically join in singing and music sessions where they explore music and rhythm. The babies enjoy playing in their snug area, experiencing different textures, lights and senses. This allows them to explore their creativity and exploratory impulses. The older children also enjoy looking after their goldfish and giant African snail, supporting their knowledge and understanding of the world and learning about responsibility. The provision for children to practise skills in information technology is strong, with access to a low-level computer, metal detector, torch and interactive toys. This allows children to develop good skills for the future.

All children have access to a well resourced and safe outdoor area, which was funded by the local authority. The children access the outdoors daily and enjoy plenty of fresh air. They develop good coordination and manipulation skills as they

explore the adventure playground, use small tools in the sand area and access books in the reading area under the wood gazebo. Photographs show children planting flowers in the flower pots, sowing vegetables in the vegetable patch and some collect worms from the minibeast hunt. Outdoors alone allows children to access all areas of the curriculum.

Children receive good support to help them feel safe and secure and are learning how to manage their own safety so that they take appropriate risks. Staff members talk to them about the apparatus outside and ask them to walk, not run indoors. Snacks and fresh drinking water is readily available for children to help themselves. Children freely access this during the session and place their photograph on the board to show they have eaten. Children independently peel a tangerine without adult support. Children play in a clean environment, where they learn the importance of good personal hygiene through well implemented routines. For example, staff monitor hand washing before eating and after using the toilet. In the baby room, staff talk to the children about routines helping them understand that it prevents the spread of germs. This encourages children to think about their own personal needs.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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