

# Come & Play Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY430835

**Inspection date**

04/01/2012

**Inspector**

Jenny Read

**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

Come and Play Day Nursery first registered in 2011 and is privately owned. The nursery operates from converted, single-storey premises in Lydney, Gloucestershire. The premises consist of three main play rooms, a kitchen, reception area and toilet facilities. There is an enclosed, outdoor area with an all-weather, covered, play area, grass and hard-standing surfaces for outdoor play. The nursery is open each weekday between 7am and 6pm, all year round. The two managers work directly with the children. Both managers hold Level 3 qualifications in Childcare and Education. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 34 children under eight years. Of these, no more than 26 may be in the early years age group and no more than six may be under two years. There are currently 10 children on roll in the early years age group attending on a full- and part-time basis. There are currently six children on roll in the later years age group attending before and/or after school and during school holiday periods. The nursery supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make strong progress in their learning and children with special educational needs and/or disabilities are well supported to narrow the achievement gap. They effectively maintain a healthy lifestyle and some children learn safe action to take in an emergency. Overall, adequate emphasis helps to promote children's understanding of diversity and the wider world and regular, exchange of information between providers is in its infancy. The management team shows ambition, drive and sound capacity to secure continuous improvement satisfactorily. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's learning. However, there is a risk to children's welfare because the required, completed record of all staff's Criminal Records Bureau (CRB) Disclosures is not in place.

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

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

- ensure records of the information used to assess suitability, to demonstrate to Ofsted that checks have been done, include the unique reference numbers of CRB Disclosures and the date on which they were
- 18/01/2012

obtained. (Suitable people) (also applies to both parts of the Childcare Register)

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

- carry out regular evacuation drills with all children so that each begins to learn safe action to take in an emergency
- develop activities and experiences to further promote children's positive attitudes to diversity
- develop the partnership with other providers delivering the Early Years Foundation Stage so that there is continuity and progression in children's learning and care.

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

Safeguarding arrangements are satisfactory. The managers have been suitably trained and demonstrate sound awareness of safeguarding issues and the procedures to follow with any child welfare concerns. However, there is a breach of a legal requirement regarding the vetting of staff to demonstrate they are suitable to work with children. The record detailing numbers of enhanced CRB Disclosures and dates on which they were obtained is not complete for cover staff at the nursery. Children's confidential information and records are stored securely and reviewed regularly. This is to ensure that details are accurate and correctly maintained and that children are cared for according to their parents' wishes. The premises are secure; close supervision and sound risk assessments throughout the premises identify the dangers, enabling staff to take appropriate steps to keep children safe. Clear, wide-ranging policies and procedures to support children's welfare and the smooth running of the nursery are suitably understood and overall, soundly implemented. As a result, both managers are knowledgeable of their roles and responsibilities.

Resources are good and are well presented in low-level, storage units. This supports children's indoor and outdoor learning and development well, helping them become independent learners. Informative, colourful displays with photographs and examples of children's work are clearly annotated with children's comments and useful links to the six areas of learning. This gives children a voice and creates a welcoming environment. Outcomes for individual children are improving and the managers take good steps to close identified achievement gaps. Adequate steps are taken to promote children's awareness of diversity through occasional, planned activities and access to resources that reflect positive images of other cultures. The dedicated management team are motivated to seek further improvement. They are beginning to develop systems that help them monitor and evaluate the quality of the provision. These include using a daily journal, occasional audits and other quality checks. As a result, they demonstrate suitable knowledge of the strengths and satisfactory awareness of most of the weaknesses. These help them begin to plan and focus their efforts on some priorities. This has resulted in changes to the planning systems. However, methods to seek the views

and suggestions of children and their parents to help inform important decisions about the nursery are yet to be developed.

The management team has established strong partnerships with other professionals and agencies supporting children with special educational needs to promote their integration successfully within the nursery. Senior staff are suitably aware of their responsibilities to communicate with other settings children attend; however, the information is basic and not routinely shared to support continuity in children's achievements and well-being. Sound relationships with parents support children's welfare suitably. The prospectus and induction meeting with parents ensures they receive satisfactory information about the setting. Key staff meet with parents twice-yearly to share their children's learning journal, discuss their progress and identify basic targets across some areas of learning. This provides parents with adequate information on how well their children are achieving, their well-being and development.

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

Most children are developing a sense of how to stay safe within the nursery and on outings. This is achieved through clear explanations, regular practice of road safety and occasionally helping to review the risk assessment for local outings. As a result, some children are beginning to use their initiative and take some responsibility for their own safety; however, most require prompting by adults. Some children practise the escape plan each term to help them begin to learn safe action to take in an emergency. However, this is not completed with all children attending and is not reviewed when new children start, limiting their ability to keep themselves safe. Children gain good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, holding out their hands at the sink, using the soap and drying their hands on individual towels. They benefit from healthy snacks and gain good awareness about the importance of healthy eating through well-planned activities and experiences. For example, they make fruit salad, visit the local shops to see and talk about the different fruit and vegetables. They set up a role-play caf with pretend food, discussing what is healthy and what needs to be eaten in moderation. Using familiar stories helps to reinforce children's understanding and cleverly introduces other aspects of learning, such as matching and counting the different sorts of food.

Children are secure and most are beginning to display a strong sense of belonging. Overall, they are happy and settled. Younger children are not involved in helping to devise the rules and boundaries for acceptable behaviour. However, they are beginning to use their manners and behave well most of the time. The children are beginning to form positive relationships, snuggling in for cuddles with staff after a sleep. Children are kind and helpful to their friends. For example, older children help the younger children to tidy away the toys and get them a towel during hand washing. They display confidence and self-esteem by expressing their feelings and ideas and eagerly make choices and decisions about their play. They actively explore the outside area with curiosity and interest. For example, they work well

alongside their friends as they take turns rolling the balls down the giant tubes in the garden. They are inquisitive, active learners, who are developing their concentration and problem solving skills well. For example, they cleverly extend their play further by experimenting with the small drain pipes. Children avidly laugh and jump with excitement as they introduce water. They pour it into the top and watching it flow down and regularly change direction to end up in the box on the floor.

Children are becoming resourceful and make effective use of household, recyclable materials in their play. They build models with boxes and use old crates, cones, planks of wood and other items they can find to construct and build in the garden. Younger children use their senses to explore texture using a selection of media, such as large, pine cones and foil paper. They laugh and have fun playing with the different instruments and experimenting making different sounds. Good support and interaction challenges children's interest, as staff model different rhythms and describe the musical sounds they make together to introduce new language. Staff are flexible and facilitate children's ideas and choices positively, enabling them to take an active part in planning their own play and learning. For example, children ask to do some water painting. Staff adapt the activity successfully for the different children, enabling them to paint at the table, the easel and on the floor. Introducing additional resources and encouraging the children to express themselves freely when using the paint, provide appropriate extension and challenge. Ongoing observations are used well to inform assessment and future planning to help children build on what they already know and can do.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	2
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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 18/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for) 18/01/2012