

# Childsplay Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	110047
<b>Inspection date</b>	15/03/2012
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<b>Setting address</b>	Childs Play, St. Marys Road, Hayling Island, Hampshire, PO11 9DD
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<b>Type of setting</b>	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 Nursery is a privately owned provision, which has been registered since 1991. The nursery serves families living in Hayling Island and the surrounding areas. It is situated in purpose built premises in the grounds of Mengham Infants' School and has an enclosed area for outside play. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery may care for no more than 50 children in the early years age group, of these, not more than 15 may be under 2 years at any one time. It is open Monday to Friday from 8am to 6pm, all year round. Children can attend on a full-time or part-time basis and the nursery receives funding for children aged 3 and 4 years old for nursery education. There are currently 87 children on roll all of whom are in the early years age range. There are 37 in receipt of funding. The nursery offers appropriate support to children who have special educational needs and/or disabilities, and children who are learning English as an additional language. There are 18 members of staff who work directly with the children. Sixteen practitioners have a valid qualification appropriate to their role including the manager who holds a masters' degree. One practitioner has a university degree and is working towards a National Vocational Qualification (NVQ) at Level 3; one other practitioner is working towards a NVQ Level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

High standards have been successfully maintained since the last inspection. The commitment of the manager, and the outstanding, enthusiastic leadership and management of the nursery, make an excellent contribution to the very good progress that children make. All children thrive in a warm, welcoming environment where they are continually stimulated by an extensive range of activities which cater for all their needs. Excellent planning and assessments of the children's achievements show that the staff value all children as individuals, and can plan activities to help them develop further. There are excellent links with neighbouring schools, parents, carers and the community. The nursery's capacity to maintain its high standards is excellent because the owner and manager know their strengths and are always seeking ways in which they can improve.

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

To further improve the high quality early years provision the registered person should consider:

- continue involvement in projects which promote the children's welfare and well being.

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

Meticulous attention to safeguarding means that children are protected from harm and feel extremely safe. All staff have been rigorously checked for their suitability to work with children, and statutory training is up to date. There are rigorous risk assessments, and attention to the cleanliness of resources and equipment, and the staff's vigilance, ensure that children are safe. As a result, they thrive in a welcoming environment. The leadership and management of the nursery are outstanding. The owner and nursery manager form a very strong team whose enthusiasm leads to high standards. Self-evaluation is outstanding and has led to further improvements. Staff are reflective and seek constantly ways to further improve children's welfare and well-being. The outstanding accommodation is in the grounds of the infants' school, which the nursery can use whenever it needs. All the children use the outside resources or stay inside if they choose. They join in vigorous activities in the fresh air or play quietly, rest or sleep inside. The rooms are light, airy and decorated with stimulating art work. Equipment is fit for purpose, and all the children's needs are well catered for because of the variety of resources and high standard of facilities. Children learn to look after the equipment, and the car wash role-play organised outside gave them the opportunity to wash some of the bikes and scooters, and set up the counter and take money for the service provided. The owner and nursery manager have high expectations of staff. Planning is outstanding but flexible so that children's interests can be used as themes for learning. For example, the transport theme captured the imaginations of all the children's achievements over the years are fully recorded and provide an excellent record for receiving schools, and for parents and carers. The nursery manager has created her own program for tracking children's progress, which means that data are used to inform planning for the next learning stage. Consequently, many children make outstanding progress because any gaps in learning are identified. Equality and diversity are embedded exceptionally well. Individual needs are catered for and children with special educational needs or physical difficulties, and those with English as an additional language are fully included. Staff are pro-active and can translate for some parents and carers, and also help other schools when an interpreter is needed. Partnerships with other agencies are excellent and the nursery is always keen to get the support it needs to ensure that children can make at least good progress, whatever their need. Most make a smooth transition to the next stage of their education because of the outstanding commitment of the nursery manager and the excellent links with parents, carers and neighbouring schools. Clear policies and systems ensure that everyone is well informed, and that parents and carers know exactly how well their children are doing. Communication with all groups is an outstanding basis for the successful relationship. Children have an excellent start because the owner and manager have maintained the outstanding provision and outcomes for all the children.

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

The children make outstanding achievements in all areas of learning and outcomes because of outstanding early years provision. They enjoy being at the nursery and are willing learners because there is a lot to do that builds on their own interests. The transport theme allows children to develop physical skills. There are plenty of good-quality vehicles, prams and pushchairs that all children enjoy. Toddlers can push the baby dolls around in prams, which helps them improve their balance and strengthen their walking skills. Older children ride scooters and bikes with absolute confidence and proudly show how skilled they are. Staff are ready to sit with the children to talk to them or read stories. They stimulate children with ideas for role-play and help them set up the car-wash service or the ticket office at the train station. As a result, children's imaginations are stimulated and learning is fun. Activities are motivating and develop children's self-esteem and confidence. Mark-making and number recognition are integral to play and form an outstanding basis for encouraging children's interests in the printed word, writing and mathematical ideas. Children successfully develop personal and social skills; for example, they sweep up the sand after use and fetch one another aprons without being asked. Snack and dinnertimes are enjoyable social occasions when staff encourage simple hygiene routines, good manners and lots of conversation about the food. Children have excellent understanding of the need to keep fit and healthy. All physical needs are catered for, and children are contented because they have plenty to eat and drink, are clean and comfortable because nappies are changed regularly, and sleep when necessary. The staff work exceptionally well with parents, carers and neighbouring schools to ensure that the individual social and emotional needs of all the children are met. In particular, the nursery makes an outstanding contribution to helping the pre-school children prepare for a seamless transition to the next phase of their education by organising groups of them to have lunch with the infants in the dining room of the host school. Activities are planned exceptionally well, informed by incisive observations and assessments on an ongoing basis. Staff use this information to ensure that children receive the exact support they need. Abundant creative activities are available and children have plenty of opportunities to develop cutting and sticking skills when they make Mothers' Day cards. The children enjoy sensory and tactile experiences when they play with play dough sprinkled with glitter and sand, and water troughs filled with a variety of objects. Staff are very good at questioning the children and getting them to think about their answers. The manager's expertise and enthusiasm for developing children's communication skills have an outstanding impact on the progress that children make. The children, supported by the staff, parents and carers, learn to make an extremely positive contribution and develop skills for later life by joining in a number of fund-raising activities. Through coming to the nursery and joining in an outstanding variety of activities, children have an excellent start to life.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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