

Fair Play Day Nursery

Inspection report for early years provision

Unique reference number EY442360
Inspection date 23/07/2012
Inspector Cathryn Parry

Setting address 38 Fair Road, BRADFORD, West Yorkshire, BD6 1QL

Telephone number 01274672361

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fair Play Day Nursery is privately owned and managed by a company. It was registered in 2012 and operates from rooms within a detached house. The setting is situated in the residential area of Wibsey in Bradford, West Yorkshire. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7am to 6pm for 51 weeks of the year. The setting serves the local and surrounding areas and children attend for a variety of sessions.

The setting is registered to care for a maximum of 41 children aged under eight years at any one time. Of these, 32 may be in the early years age group. The setting also offers care to children aged eight years to 14 years. There are currently 111 children on roll, of whom 43 are under eight years. Of these, 41 are in the early years age group. The setting receives funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 17 members of staff, including the manager, who work directly with the children. Of these, six hold a qualification at level 3 in early years and three hold a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A friendly and welcoming environment puts parents, carers and children at ease. The staff ensure that all children are included and have valuable opportunities to make progress in their learning and development. Most areas within the setting are well resourced. Children enjoy their time at the setting and are eager to participate in the variety of activities provided. All staff engage in ongoing reflective practice and action plans are in place to ensure that continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to access equipment and resources that offer challenges to support specific skills, with particular regard to large physical activity in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are kept secure through good procedures for entry to the building. They are protected well as the staff have a secure understanding of safeguarding issues. The setting has robust recruitment and vetting procedures in place to ensure that staff are checked for their suitability to work with children. Staff use risk assessments and daily safety check lists to ensure that the environment is always safe, clean and fit for use. This results in accidental injuries being reduced. The manager is committed to providing training and encouraging staff's professional development. This has a positive impact on the quality of care provided. Children are able to explore safely using easily accessible resources.

Staff are good role models for children and foster a positive attitude to equality and diversity. Positive relationships with parents and carers are maintained. Information is shared with them on a daily basis to inform them of their children's progress. This is particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. In addition, a notice board and regular newsletters keep them up to date with forthcoming events. Staff demonstrate a good awareness of the necessity to work with other professionals where children need additional support to enhance their learning and development. Good systems are in place to ensure that effective communication takes place between the staff and other practitioners. This nurtures continuity and cohesion where children receive care and education in more than one setting.

The manager is enthusiastic and keen to ensure that the setting meets the needs of all those attending. There is a well-organised indoors learning environment where the staff regularly evaluate their rooms and identify resources to enhance the children's learning. Self-evaluation is undertaken by all those involved in the setting. There are clear improvement plans in place. These are devised after the views of parents, carers, children and the staff team have been sought. This has a positive impact on improving outcomes for children.

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

Staff have a clear understanding of the Early Years Foundation Stage Framework and implement it well. Children make good progress as assigned key staff ensure that they have a strong knowledge of each child's developmental stage. Observations are used well to plan individual children's next steps taking into account their interests and capabilities. A good balance of adult-led and child-initiated learning and development opportunities are provided across the six areas of learning.

Babies and toddlers develop a sense of self as they see their mirror image and enjoy sensory experiences as they explore a variety of textures. Awareness of the

wider world is promoted well through various activities and resources, which reflect diversity. Examples of this are where children celebrate different festivals and look at books showing positive images of people with disabilities. Staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. Children are forming friendships with their peers and play cooperatively, learning to take turns, share and compromise. In the out of school club, they devise their own club rules. This encourages children to take responsibility for their words and actions. They have a growing understanding of the world that they live in through a variety of well-planned and spontaneous activities. Examples of these are when they plant and nurture seeds and look at the snails in the garden. Children regularly choose to look at books independently and with others. They particularly enjoy sharing stories under the willow shelter in the outdoor area. They use counting and numbers well in everyday play situations. This effectively promotes their problem solving reasoning and numeracy skills. Children's creativity is effectively nurtured as they enjoy exploring music and movement activities, painting, cooking and role play. They develop their skills for the future as the access interactive resources.

Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions. They understand simple personal hygiene practices, such as washing their hands before snack and after using the toilet. Children have opportunities to develop their physical skills. Examples of this are when they enjoy yoga sessions, action rhymes and exercises to music. They play outside daily and sometimes visit the local park. However, there are fewer opportunities for children to access equipment and resources that offer challenges to support specific skills, with particular regard to large physical activity in the outdoor area. This impacts on them enhancing their skills in this area of their development. Children demonstrate a good understanding of how to keep themselves safe. They practise the evacuation procedure regularly and use a range of tools and resources safely.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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