

University of Nottingham Playcentre

University of Nottingham, Lenton Fields, University Park, NOTTINGHAM, NG7 2RD

Inspection date	18/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children show high levels of security within the setting. Staff work extremely closely with all parents, gathering comprehensive information at the beginning and offering settling-in sessions to every child. This helps children to form very secure bonds with their key person.
- Children with English as an additional language are successfully integrated into the setting because staff value and respect the uniqueness of every child. This also enables children to understand and develop their use of English.
- Children happily engage in purposeful learning experiences, which enables them to make good progress. Staff use clear planning, observation and assessment systems to ensure every child achieves to their full potential.

It is not yet outstanding because

- Staff do not always make full use of everyday opportunities at meal and snack times to further develop children's independence with their health and self-care skills.
- Children's play and learning is slightly hindered by daily routines in relation to the way staff organise the environment for children who do not sleep when others do.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Friendly Foresters, Woodland Wanderers and Tree Tops rooms. She also observed activities in the block and the music room, as well as the outside learning environment.
- The inspector spoke with staff from each room and she held a meeting with the registered provider and the manager.
- The inspector looked at children's observational assessment records and planning systems. She also looked at relevant documentation, including information used to assess the suitability of staff and the setting's self-evaluation form.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

The University of Nottingham Playcentre opened in 1999 and re-opened at the current premises in 2012. It has sole use of a detached listed house on the University of

Nottingham Campus. Children are cared for in different ground floor rooms according to age and ability. Additional playrooms for music and block play are provided on the first floor. There is also a playscheme providing school holiday care for children aged from four to 12 years, which is based on the first floor.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of free education for children aged three- and four-years-old. There are currently 47 children on roll within the early years age range. The setting is open each weekday from 8.15am to 5.45pm and closed during university holidays, bank holidays and two in-service days per year. Children attend for a variety of sessions. The setting serves the university staff and students only and supports children who speak English as an additional language.

The setting employs 13 childcare staff. Of these staff, three hold Early Years Professional Status, one holds a degree in early years, three hold a Foundation Stage degree, one holds a qualification at level 4 and five hold a qualification at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- utilise every opportunity during the daily routine to further promote children's physical development, with specific regard to actively encouraging all children's independence with their health and self-care skills at meal and snack times
- develop monitoring systems further so that staff always provide an enabling environment for children at all times with regard to planning and organising alternative activities for children who do not need a sleep at the same time as others do.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have fun as they participate in a wide range of interesting play experiences. These experiences are made purposeful, through the engagement of staff. All staff chat to children, questioning them effectively as they play to develop their communication and language skills. For example, during circle time in the Woodland Wanderers room, children answer questions and discuss what they have been doing and what they would like to do next. One member of staff, who works with the oldest children in the Tree Tops room, is particularly skilful at encouraging children to verbalise their own ideas and to solve their

own problems. She does this through continually asking questions like, 'how do you think we can do this?'. This actively encourages children to be critical thinkers as they work together to then solve their own problems. For example, when playing in the block room children are asked what they would like to make. A few children decide they would like to make a bridge and the member of staff asks them to think about how they can make this. Children begin working together as they sort out which bricks they will need and where to put them to make a bridge. The member of staff praises children and discusses with them that one area of the bridge does not look very safe. Children think about this and one child identifies that they need steps to make it safer. They build some steps and then safely climb these to access the bridge that they have made. During outside play, a child continues to explore and build with the bricks. The child is able to do this because the outside area is resourced with similar play opportunities to those of inside. This enables children to continue to develop their play and improve their skills with the support of staff.

Staff use ongoing observational assessments to monitor children's progress from their starting points. The child's key person uses this information to identify and plan for each child's future learning experiences to meet their specific needs and interests. This means that every child is achieving to their full potential. Parents and carers are kept well-informed of their children's progress and development through the continuous exchange of information and a progress report at age two. Parents are also encouraged to contribute to their children's learning by sharing information from home about their child's interests and achievements. Staff then build on this to further promote children's learning. This results in children making consistently good progress. Children with English as an additional language are fully integrated into the setting because staff work closely with parents. This results in staff respecting and valuing each child's home language, which aids their understanding and use of English. Through the effective support offered by staff, all children with English as an additional language make good progress within all areas of learning.

Opportunities for children to develop their early writing skills and creativity are provided both inside and outside. Children sit and draw with pens and pencils outside and they freely explore the paint on the easel inside. Younger children in the Friendly Foresters room have lots of fun as they explore the feel and texture of corn flour. They also enjoy using implements to make marks in clay. Staff increase the range of resources children use as they get older, providing them with challenging experiences to promote their physical and creative skills. For example, when playing with play dough children within the Woodland Wanders room skilfully use scissors to cut the play dough. Children's self-care skills are actively promoted in some areas. For example, from a young age children are encouraged to take their own coats and shoes off and to put these back on again when appropriate. However, children are not always encouraged to pour their own drinks or to serve or prepare their own meals and snacks. This results in some missed opportunities during the daily routine for staff to further promote children's independence in these skills.

All children enjoy freely accessing and looking at books. During outside play, a small group of children sit and listen to a story read aloud by staff. They sit on the floor all cosy and warm as they cover their legs with a blanket. Another group of children enjoy using binoculars and they then enjoy digging in the digging area. One child finds a stone, which they immediately state is a dinosaurs egg. The member staff seizes this opportunity and

advises all children of this discovery. Soon a small group of children are using their imagination as they all dig for dinosaur eggs. When they find these, the member of staff encourages them to count how many they have found. Children correctly identify they have found three eggs. Children's communication and counting skills are also promoted well during circle time discussions. Staff encourage children to count how many boys and girls are present and to then identify whether there are more or less girls. Children are encouraged to recall and discuss what they have done during the morning session and to then identify what they are going to play with next. These simple discussions provide good opportunities for staff to extend children's language and communication skills.

The contribution of the early years provision to the well-being of children

All children, including those with English as an additional language, show high levels of confidence and security in their surroundings. They relate exceptionally well to staff and have lots of fun playing imaginatively and cooperatively with their peers. Children's social skills are promoted as they confidently express their needs to adults and to other children. Each child is assigned a key person who works closely with the child and their parents. The key person develops highly effective channels of communication with parents from the outset to ensure robust information is gathered on children's individual needs and routines. This, along with settling-in sessions where parents stay with their children and slowly introduce them to the setting, provides staff with a very clear picture of children's starting points. This enables staff to then respond sensitively to the needs of each child as they help them to settle quickly into the setting. Parents comment positively on the settings highly effective settling-in procedures. They confirm it not only helps their child to settle into the provision but also supports them in developing confidence to leave their children.

The effective deployment of staff ensures children are fully supervised, which maintains their well-being. Younger children's individual sleep routines are adhered to, with staff holding them and giving them lots of reassuring cuddles when they awake. This enables the youngest children to feel emotionally secure as they develop secure bonds with staff. Children behave exceptionally well as staff are warm, nurturing individuals who act as positive role models. Children receive lots of praise and encouragement, which promotes their self-confidence and self-esteem. Their awareness of differences and diversity is very well-promoted through a wide range of hands-on learning experiences based on a cultural and religious events from around the world. This helps children to learn to respect themselves and the uniqueness of others.

Children make their own choices as they freely access their own play materials during inside and outside play. The effective organisation of a similar range of resources in both areas, significantly enhances children's play and learning experiences. This is because children can continue to develop their chosen play when moving between inside and outside. Staff place the safety of children at the heart of what they do. Children's growing understanding of how to keep themselves healthy and safe is skilfully incorporated into their everyday play experiences. For example, older children learn how to hold onto the banister when going up and down the stairs. This provides children with a practical first-hand experience, where they learn how to stay safe. Children are encouraged to develop a

healthy lifestyle through the provision of nutritious snacks and a tea time meal. Parents provide their children with a healthy lunch, which meets their dietary requirements. Staff sit with children at meal and snack times, modelling the use of good manners and social skills, which children quickly adopt. Transition arrangements for supporting children's move to school are very strong. Teachers are invited in to the setting to meet and observe children in an environment where they feel very settled and secure. Staff also provide the new setting with a transition report, providing clear information on each child's level of achievement. This helps to prepare children very well for the next stages in their learning.

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

The registered provider and manager are dedicated and have a clear vision for future development. This helps to create a motivated staff team, where everyone is working together to improve standards of care and learning for all children. The settings robust system of self-evaluation, which involves the views of all users, effectively monitors the majority of the setting. This leads to the clear identification of targets for future development in most areas. The setting has been operational for a number of years but has recently moved to new premises. This resulted in significant changes for the staff and the children, which have been handled sensitively to minimise any disruption felt by children. Changes and adaptations have been made in most areas when necessary to ensure high standards are maintained. For example, children are cared for in different ground floor rooms according to their age and abilities. Older children now access two first floor rooms, which increases their play opportunities. They enjoy playing imaginatively and developing their physical skills in the block and music rooms. However, the effectiveness of sleep routines and practices for all children has not been fully evaluated. For example, in one of the rooms when children go to sleep, the lights are switched off to create a nice peaceful environment for these children. Other children, not requiring a sleep, go outside to play for some of this time. However, when these children come back inside, they play for a short time in the darkened room. Whilst this allows sleeping children to continue to rest peacefully, it does not fully create an enabling environment to motivate children who remain awake.

Children are cared for by a qualified staff team whose suitability has been assessed through the settings thorough recruitment, vetting and induction procedures. A high proportion of staff hold a degree or Early Years Professional Status, which enhances children's care and learning experiences. Staff appraisals and supervisions by management results in the future training needs of staff being identified. The settings clear policies and procedures ensure children's health and safety is protected. For example, staff are knowledgeable about child protection procedures and potential hazards are identified and minimised through the settings risk assessment procedures. The setting is securely maintained with staff monitoring access to the provision, vetting people at the door before allowing them access. All of this contributes to the promotion of children's health and safety.

Children's individuality is respected by the caring staff team because partnership working with parents, carers and other professionals is good. Information is continually shared and

exchanged to ensure every child benefits from continuity of care and learning. Parents comment positively about the setting confirming their children are happy and that the staff team are approachable. They state they are provided with clear information about their children's daily care and progress. All children, regardless of their backgrounds, beliefs, gender or ability, thrive as they develop the skills needed for their continued learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446554
Local authority	Nottingham City
Inspection number	804133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	47
Name of provider	The University of Nottingham
Date of previous inspection	Not applicable
Telephone number	0115 951 4798

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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