

Playbox Day Nursery

Harcourt Primary School, Biggins Wood Road, FOLKESTONE, Kent, CT19 4NE

Inspection date

Previous inspection date

23/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

The quality and standards of the early years provision

This provision is outstanding

- Children use a very wide range of interesting and exciting activities which help them make excellent progress in their learning and development.
- Children show they are extremely confident as they play by exploring activities, solving problems and meeting challenges.
- Children have excellent relationships with staff. Staff value and respect the children encouraging children's ideas.
- There are excellent procedures in place to enable parents to be part of the child's learning experiences. Parents are extremely happy with the setting.
- The children have daily outdoor play opportunities but they are unable to move freely between inside and outdoors.

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.

Inspection activities

- The inspector observed the children as they played and talked to them about their chosen activities.
- The inspector talked to staff members about their key children.
- The inspector talked to parents to collect their views.
- The inspector sampled the provider's regulatory paperwork and discussed procedures with the provider and the manager.

Inspector

Linda Coccia

Full Report

Information about the setting

Playbox Day Nursery registered in 2010. It is one of two settings owned and managed by Playbox Pre-school and Nursery Limited. The nursery operates from two self-contained rooms in Harcourt Primary School in the Cheriton area of Folkestone. The nursery is readily accessible with parking in the nearby car park and disabled toilet facilities in the adjoining school. Children have their own secure outdoor play area and access to the school playground and playing field.

The nursery is open Monday to Friday from 8.30am to 3.30pm, term time only. Children

attend for a variety of sessions and the nursery serves the local and surrounding areas. The nursery is registered on the Early Years Register. There are currently 53 children aged between two years and five years on roll. The nursery is registered to receive 'Free for two' funding for two year olds. Children aged three and four years receive funding for nursery education. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently eight staff working with the children, all of whom are qualified at National Vocation Qualification level 3 or above.

What the setting needs to do to improve further

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

- increase the opportunities for children to move freely between indoors and outside, all year round.

Inspection judgements

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

Children have an excellent time at the setting. There are many rich, varied and imaginative experiences for children to explore. Staff demonstrate that they have an excellent understanding of how young children learn and develop. They have high expectations of all children based on sharp, focused assessments of children's capabilities. As a result they provide a highly stimulating educational programme based on children's interests. Children are very eager to join in and consistently demonstrate a keenness to learn. They are engaged in activities, motivated to learn and choose their own way of doing things. Children with special educational needs and/or those who speak English as an additional language receive excellent support through timely interventions and intensive work on the part of the manager and their key person. This enables them to make rapid improvements in their learning given their starting points and capabilities. All children are exceptionally well prepared for school or the next steps in their learning.

Children are engaged in a variety of adult led and child initiated activities throughout the day. For example, whilst working with their key person, a group of young children learn to programme the robot to move along a roadway. The children have to think about how the robot needs to move before they give it instructions by pressing buttons for the correct direction. They also need to consider how many times the robot needs to move in a particular direction. By engaging in this activity children cover a variety of different areas of learning, such as, maths and understanding the world, as well as communication and

language. Other children choose to use the role play area. They dress up in animal costumes to pretend they are in a jungle. They make their own binoculars to use alongside real ones to see imaginary animals at a distance.

Staff provide books alongside activities which motivate children to use them regularly as part of their play. For example, one child compared his dinosaur figures to the dinosaur book as he played on his own. Children have posted letters home to their parents. Their written work is very impressive with the majority of words being recognisable and understandable. Children use some engaging physical activities both inside and outdoors, such, as moving the heavy bricks to construct towers inside or experimenting with different ways to move outdoors. Photographs show children balancing, and using play tunnels.

Staff use a large variety of ways to engage parents in their children's learning. They offer excellent advice on activities that parents can effectively use at home with their children. They discuss children's progress with parents verbally each day. They include parents in regular planned reviews of children's progress and setting learning targets for children's next steps. As a result, children receive excellent support from all adults. Records show all children are making outstanding progress in their learning and development given their starting points and capabilities.

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

Parents report that their children are always eager to attend the setting. Children talk about the staff when at home and comment on things they have done whilst at the setting. This demonstrates that children feel safe and emotionally secure at the setting. Staff are very skilled at helping all children, including those who speak English as an additional language, settle in quickly. Children form emotional attachments with their key persons and other adults at the setting. Procedures include learning key words from a child's home language or substitute words in English, and communicating with children through pictures and signing.

The provider and her staff continually give the highest priority to the safety of children. They effectively support children's growing understanding of how to keep themselves, and others safe and healthy. For example, staff ask children what will happen if they pursue a particular action or activity. One child decided that if his tower of heavy bricks toppled onto another child it would be very painful. The highly stimulating and well-resourced environment allows children to select their own activities during free play. Children can ask to play outside whenever they want but do not spontaneously flow into the outdoor area, especially during winter months. However, children do have daily outdoor play sessions, which are part of the setting's excellent healthy lifestyle philosophy. Children are actively involved in growing vegetables, herbs and flowers in the setting's garden area. They help staff produce a beautiful book showing their gardening achievements. Children have an open snack time so that they can decide when they are hungry. They eat healthy nutritious food in the adjoining school canteen at lunch time. Children help themselves to water when they are thirsty and are proficient in excellent self-care routines. Children

learn about a healthy lifestyle.

Children play and interact with each other exceptionally well. They learn to share and take turns by using sand timers to see how long they have to wait for an activity. Children demonstrate they are extremely caring to their friends and others as they help each other dress in role play costumes or voluntarily select each other's coats for outdoor play. Staff are excellent role models for the children, always saying please and thank you to children, and by listening to and respecting children's views. As a result, children develop an excellent understanding of how to manage their own behaviour.

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

The provider manages the setting exceptionally well. The provider's pursuit of excellence in all aspects of the setting's organisation is documented well in her improvement plans and regulatory paperwork. For example, the setting's safeguarding procedures are rigorously implemented by all staff who have all undertaken the setting's mandatory induction, assessment and appraisal processes. Staff are motivated to provide excellence through rigorous monitoring and supervision processes. They pursue professional improvement by accessing training to suit their individual needs and to help improve the setting for the children. There are excellent procedures in place to carry out daily checks on the premises and they include new toys and activities on the bi-annual assessments as necessary.

The provider and her manager are extremely rigorous in monitoring children's development and progress. They can effectively identify the progress of the group as a whole, the progress of individual children, particularly boys, and children with special educational needs and those who speak English as an additional language. This allows them to effectively implement changes to help children progress. They use their extensive network of contacts within the community where appropriate. For example, the local speech and language therapist. There are excellent links between the setting's special educational needs co-ordinator and parents.

The provider considers that the views of the parents and the children are extremely important to the effective operation of the setting. The provider consults parents when considering any procedural changes. Parents advise the provider of their children's views, some of which have resulted in changes to the setting's daily routines. For example, the provider reinstated a formal registration and group time following one child's comments. Parents report that they receive excellent support from the provider and her staff. They are able to follow their child's progress on the confidential pages of the provider's website where they can see photographs of their children and leave comments about home learning. Therefore, children's well being is promoted because their needs are acknowledged and acted upon.

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	EY452752
Local authority	Kent
Inspection number	811814
Type of provision	Full-time provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	53
Name of provider	Playbox Pre-School and Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01303273298

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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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