

Come & Play Day Nursery

Come & Play Day Nursery, Rushyleaze, Lydney, Gloucestershire, GL15 5QW

Inspection date

06/02/2013

Previous inspection date

04/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 2

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

- Staff effectively foster children's personal and emotional development so that they settle quickly, feel safe and are secure and happy.
- Staff support children well in learning through play by listening and interacting skilfully with them. They effectively encourage children's good behaviour and emerging communication and literacy skills.
- The provision for meeting the requirements for children's safeguarding and welfare is good.
- Staff use the range of stimulating resources well so that children explore, investigate and use their imagination to develop through the early learning goals.

It is not yet outstanding because

- Staff have not fully developed varied opportunities to encourage parents to consistently contribute to children's learning records to enhance activity planning.
- There is a minor weakness in the range of resources and activities to extend children's understanding of diversity.

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 playrooms and the outside learning environment. She completed a joint observation of outdoor play with one of the owner-managers.
- The inspector held meetings with an owner-manager of the nursery.
- The inspector looked at the provider's self-evaluation form, children's assessment records and planning documentation. She checked evidence of suitability and qualifications of staff working with children and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Cole

Full Report

Information about the setting

Come and Play Day Nursery 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 area, grass and hard-standing

surfaces for outdoor play. The nursery is open each weekday between 7am and 6pm, all year round.

The nursery is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 16 children on roll in the early years age group attending on a full- and part-time basis. There are five children on roll in the later years age group attending before and/or after school and during school holiday periods. The nursery supports a number of children with special educational needs and/or disabilities.

The two owner-managers and their deputy work directly with the children. All hold level 3 qualifications in childcare and education and two of these are working towards Early Years Professional Status. The nursery receives funding for the provision of free early education to children aged three and four years.

What the setting needs to do to improve further

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

- enable parents to have regular opportunities to contribute to children's learning and development records as part of the ongoing observation and assessment processes
- enhance children's understanding of equal opportunities and anti-discriminatory practice through developing their interest in different ways of life, and the provision of resources and activities that provide positive images of diversity

Inspection judgements

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

Children progress well in all areas of learning, taking into account their starting points and patterns of attendance. All settle quickly in the homely atmosphere of the small nursery so they are eager to come in and choose activities. Children enjoy the wide range of stimulating, quality resources set out in areas around the rooms. They often concentrate for long periods and transfer to their next chosen activity without fuss. The flexible routine incorporates circle times that include all children and most babies. These are well planned so staff do not disturb children's play and concentration. During play times, staff move around, being attentive to children's needs and joining in their play. As a result, children receive good support from adults who give them space to explore resources, while understanding when they will benefit from closer attention. Staff skilfully enable children to talk about their activities and to share their ideas. They offer challenging open

comments and questions, for example following up a child's experiment of adding foam to water by asking, 'What happened? What does the water smell of?'

Between sessions, the key persons effectively share recorded information about children's responses in each area of learning. As a result, all staff have a secure knowledge about each child's stages of learning and interests, which they use in weekly reviews of their learning needs. The management has a good understanding of the requirement to check the progress of children aged two years. The checks currently required are nearing completion and shared with parents in order to gain their views. However, staff have not recorded these or parents' other comments to support plans for children's learning. Staff successfully use observations of children to plan appropriate activities that help them move on to the next stage in their learning. They know when children are ready and confident to progress to different aspects of activities. For example, children eagerly make marks using foam, giant chinks and toy vehicles in paint; when they ask to do some writing, they copy the letters of their names and talk about which letters are big and which are small. Staff make good use of planned and spontaneous small group activities to foster children's learning. For example, children engage well in free conversation and focused discussion about the days of the week to develop their listening and language skills. In the book area, children 'read' to their friends and accurately count to high figures using the illustrations. They easily recognise their own and other children's name labels at snack times; they benefit from the many examples of wording around the playrooms, such as captions on their work, including a map of the town.

Children make good progress in their personal, emotional and social development. They gain good self-esteem, showing that they feel they belong to the nursery as they play at favourite activities such as the 'mud kitchen'. They receive effective support through positive relationships with adults and other children. Strong friendships between children of different ages are in evidence. Children progress well physically. They confidently use stimulating physical equipment in and out of doors and become proficient with tools, such as table knives. Staff skilfully incorporate mathematical learning into routines and play. For example, they support children to 'add one' to give the day's date and to name drawn shapes, such as squares and triangles. Staff effectively foster children's understanding about the world so that, for example, they are keen to learn about technology using battery toys and a keyboard. They dig in soil, carefully avoiding growing plants, and revel in water play using hose and guttering. Children delight in using the variety of indoor and outdoor resources to extend their creative skills. They choose different instruments to experiment with loud and soft sounds. Children cooperate to use their imagination well. For example, they act out different roles in the den and pretend to examine their 'patients' using a realistic 'medical kit'. Children gain good independence skills, for example, in dressing and eating. Their confidence in organising their own time stands them in good stead for making a smooth transition to school.

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

Effective deployment of the small number of staff within the key worker system helps to ensure that all children form secure emotional attachments. Staff offer strong support for

babies to foster their curiosity through exploration and for all children to develop their future learning. Babies and toddlers have the benefit of being with older children at most times during the week. The older ones learn to be considerate of the younger ones and include them in some of their play, for example as they scoop water into the toddlers' containers. Throughout the nursery, children play well alongside or together with each other. They receive effective support from staff to understand consistent expectations for behaviour, including using 'kind hands' and 'listening ears'. Children learn to share resources and allow others to take turns, including pouring their milk or water without fuss. They willingly help to tidy away when they have finished playing and understand the importance of being considerate and polite towards others.

Children display a good awareness of taking responsibility for the safety of themselves and other people. When outdoors, they wait patiently until others have gone past before moving along the raised plank themselves. They tell others that 'running legs' are for outside and talk about the dangers of drinking water from the play tray. They frequently practise leaving in an emergency situation and learn about road safety when out on trips. Babies and children reach for themselves a wide range of good quality resources and play materials that cover all of the areas of learning. These are stored in many low-level units and containers so that children make their own choices about what they play with. Babies and older children enjoy exploring the rooms that staff set out attractively with good use of colour, texture, natural materials and real household objects. Older children enjoy playing in the babies' room with its sensory equipment, including lights and baskets of safe, interesting and natural materials. The youngest children respond well to the challenges of the resources in the main room where small pieces are kept out of reach. The effective presentation of the resources supports all children to be independent and to try out new experiences.

Children learn effectively about the importance of healthy lifestyles. Staff are diligent concerning the quality of personal care of the children. Older children know why they spend time on their hygiene and wash after outdoor play to follow the rule 'clean your hands'. Meal times are sociable occasions when children of all ages sit together with staff to eat freshly prepared snacks and healthy, packed lunches. Babies and toddlers look forward to known routines and settle without fuss at sleep times. Children choose to be active outdoors in the fresh air and run around, negotiate wheeled toys and balance on tyres and crates that they arrange. They thoroughly enjoy walks to feed ducks on the town lakes and to go through the bus station to socialise at a cafe.

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

The owners and deputy work well as a team. They each play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements at all times. They have a good understanding of how to keep children safe through completing child protection training, including how to respond to a concern about a child. Staff review the detailed, written risk assessments that are posted throughout the nursery, including those concerning the outdoors. Parents have a good knowledge of the nursery's security

procedures and know to ask staff to let them out of the building. The nursery effectively maintains all required documentation, including the record of permanent and cover staff suitability. Good attention is given to well-understood employment and vetting procedures. Regular appraisal and supervision effectively support staff development. The generous adult to child ratio enables staff to focus well on babies and children all the time. This means that they effectively promote safe practices and a culture of safety by consistently implementing all required policies and procedures.

The committed owner-managers have an in-depth understanding of the Early Years Foundation Stage learning requirements and work closely to evaluate the provision. They conscientiously reflect on their practice, completing the regulator's self-evaluation form in good, focused detail. They actively seek advice and ideas for good practice, for example from the local authority advisor and children's centre. Using feedback from children and parents' views, they accurately assess what they offer to children and their families. They devise and usefully implement on-going action plans. These include further developing the outdoors and of teaching skills through observing each other. They have also achieved a quality assurance award to improve provision for children. Overall, the nursery has effectively implemented the action and recommendations from the previous inspection. They have considerably improved systems for partnership working and children's safeguarding. They have partially developed activities and experiences to include some meaningful celebrations and multicultural resources. However, they do not fully promote children's positive attitudes to diversity.

Staff fully understand the importance of securing strong partnerships with other settings children attend. They are proactive in establishing communication links to share details about children's care and learning. Staff have particularly good working relationships with other agencies and invite professionals to visit to further support individual children's development. The management has a good understanding of their responsibilities in meeting the learning and development requirements. By being actively involved, they effectively monitor the planning and delivery of the educational programmes. This means that all children make good progress, according to their abilities. This includes those with special educational needs and/or disabilities who receive strong, informed support to close gaps in their learning. Parents welcome the good provision for their children. They appreciate the clear, individualised, two-way communication about the children and the personal support for families. They choose the nursery because younger and older children are in a 'family' grouping and staff are easy to communicate with, flexible and friendly.

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
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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	EY430835
Local authority	Gloucestershire
Inspection number	816666

Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	16
Name of provider	Kimberley Howard & Francesca Gardiner
Date of previous inspection	04/01/2012
Telephone number	07543282532

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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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