

Play & Learn

1-3 Carlton Road, Derby, Derbyshire, DE23 6HB

Inspection date	01/03/2013
Previous inspection date	03/10/2008

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 have high expectations of children attending the nursery and provide a wide range of activities, which helps them to make good progress in their learning and development.
- The owner, manager and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children develop effective communication skills as staff make good use of open-ended questions as they play which motivate children to learn, inquire and discover.
- Parents feel welcome and appreciate regular exchanges of information about their children's learning and development. This helps provide continuity of learning for children.

It is not yet outstanding because

- The way group time is organised means playing and exploring time is interrupted and children do not have sufficient time and freedom to become deeply involved in activities.
- Opportunities for children to develop early mathematical skills are not fully developed. This is because staff do not always use everyday play or routine to fully promote mathematical skills and language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to the owner, manager, staff, parents and children as part of the inspection process.
- The inspector had a tour of the nursery premises and gave feedback at the end of the inspection.
- The inspector conducted a joint observation with the owner of the nursery.
- The inspector observed the children in their play both in and outdoors, during their group activities, including snack time and while at lunch.
- The inspector looked at the children's learning journeys and records.
- The inspector looked at the nursery's documentation including their policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

The Play and Learn nursery was registered in 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Littleover in Derbyshire. The nursery is privately owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 14 members of child care staff. Of these, eight hold appropriate early years qualifications at level 3 and four hold a level 4 child care qualification, also one member of staff has a Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery is a member of the National Association of Day Nurseries.

What the setting needs to do to improve further

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

- review group time so that children's playing and exploring time is not interrupted and ensures they have sufficient time and freedom to become deeply involved in activities

- develop further the staff's promotion of mathematical skills by using more number language during everyday routine and play, for example, counting more frequently and recognising numbers in their environment.

Inspection judgements

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

Staff have a secure understanding of how young children learn. They are skilful in planning to meet each child's individual needs and gather efficient information about children's needs from parents in their settling-in periods. This helps to provide a firm base for establishing children's starting points. Key staff undertake regular observations of the children to assess how they are developing. They evaluate these observations and identify realistic next steps in the children's learning. These next steps clearly inform the planning, which indicates which children the activities are geared towards. Any child who has

English has a second language receives good support from staff to learn and use English, for example, they use repetition of language and commentary of activities to reinforce learning and understanding. Consequently, staff are working hard to close any gaps in their achievements. This means that all children are making good progress in their learning from their 'starting points'. Staff implement the progress check at aged two and share the information with parents efficiently. Parents are purposefully engaged in all aspects of their child's learning. The effective key person system ensures parents are well-informed about their children's achievements and progress. Parents meet to share information about their child's achievements at home. This helps staff to plan more accurately for the children's interests as well as their next steps.

Staff support children's language development effectively. They skilfully use open-ended questions and show a genuine interest in what children have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Children have fun and clearly enjoy the time they spend at nursery. They develop listening and attention skills when they hear stories and enjoy making noises, such as a lions 'roar' when singing songs.

Children are developing their handling skills well. There are many opportunities to enhance these skills, such as playing with shaving foam, threading, chalking, and using play dough tools. All these opportunities help children to handle tools and materials effectively, which encourage children to hold pencils at ease and aid their early writing skills. Older early years children are using these skills purposefully as they write shopping lists, and begin to write their names accurately. Children's physical development is aided further as they have access to outside play. Here children learn to enhance their climbing and balancing skills and learn to use ride sit-and-ride-toys skilfully negotiating the obstacles around the area. Furthermore, they learn to catch and throw and participate in exciting chasing games. The outside environment is stimulating. For example, as well as enhancing children's physical play there will be opportunities to dig plant and grow things, providing the children with interesting opportunities to explore the world they live in. For example, a child is fascinated as he finds a worm while digging and a member of staff expands his learning as she talks to him about how the worm wiggles as he moves.

Mathematical skills are supported generally well as staff plan adult-led activities, such as baking and sorting shapes for children to understand shape and measure. However there are few activities in children's play to enhance the use of mathematical language or numbers. Staff do not always use everyday routines to assist in developing these mathematical skills. For example, at mealtimes they do not help children to count how many more cups they need, or count how many steps there are to climb to the top of the climbing frame. Children are engaged in purposeful activity that continually promotes their learning and development. They learn how to operate simple technology by playing with interactive toys, pushing buttons to make sounds. Older early years children enjoy using the computer and children are very good at using the educational programmes. Children enjoy painting using marbles to make patterns on the paper. They delight even more as they giggle gleefully at the marble rolling around the tray. This allows the children to explore for themselves how things work and be active learners.

Children thoroughly enjoy stories. Staff provide good opportunities for them to tell the

story themselves by introducing props and puppets. They show good skills by recalling the familiar story about a caterpillar and sequence what the caterpillar eats well and predict the ending of story accurately. Staff respond to the children's genuine interest and enthusiasm. For instance, after children visit a programme on the computer about how seeds grow. Staff plan a 'drama' session to enable the children to grow as seeds. This activity is organised well and children tell staff how the seeds grow accurately. They enjoy participating in growing into a seeds and blowing in the wind. This type of activity is effective in helping children to use what they have learnt with purpose and to listen carefully to the instructions staff provide. Children are demonstrating good characteristics of effective learning. They find out for themselves, being involved in their activities and concentrating well and enjoying their time at the nursery. Children are confident in communicating their needs and preferences. This supports children to acquire the skills needed to be ready for the next stages in their learning and school readiness.

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

Children play and learn in a friendly, inclusive and stimulating environment. They use a broad range of toys and resources both inside and out. Staff set up play areas well, which enables children to make independent choices and to challenge their learning effectively. Children are relaxed fully engage themselves and are willing to learn and try new activities with excitement. They play together well and offer one another support, which contributes to their good progress in personal social and emotional development as they learn about themselves and others. However, this enthusiasm comes to a stop daily, as the children stop their play and learning to participate in 'group time'. While the activities chosen in the 'group time' are worthwhile, they restrict children in their play. This means playing and exploring time is interrupted and children do not have sufficient time and freedom to become deeply involved in activities.

Children form close bonds with the staff and particularly with their key person. They seek them out to play with and demonstrate they enjoy their company by involving them in their play. Babies demonstrate secure attachments as they approach staff for cuddles and seek reassurance. These secure bonds promote all children's emotional and physical well-being effectively. Personal care routines are managed according to parents' wishes. Babies sleep comfortably in cots with separate bedding and older early years children learn about personal care. For example, they follow the hand washing procedures displayed in the bathroom and delight in demonstrating they know where to put their used tissues. Such routines help to minimise the risks of cross-infection.

Children benefit from a healthy diet. They enjoy a range of nutritional snacks and meals, such as pineapple and raisins at snack time, and cheesy vegetable pasta bake for lunch. Children eat well and use spoons and forks appropriate to their age to feed themselves. Staff recognise the importance of children being active to promote a healthy lifestyle. As a result, children run around in the fresh air and access the physical equipment available daily.

Children behave well as staff manage their behaviour consistently and promote a culture of respect for everyone. They remind children to be polite to each other and give clear

guidance about acceptable behaviour. Staff reinforce good behaviour with lots of praise and encouragement. This makes children feel valued and as a result, they gain a strong sense of belonging. Staff use effective methods to help children understand how to keep themselves safe. For example, they understand why they need to wear the high visibility vests on outings so they are easily identified and are aware of the procedures to follow in the event of an emergency. Regular fire drills offer opportunities for children to understand how to evacuate the nursery safely in an emergency.

The positive links with local schools ensure good quality information is shared. This promotes consistency for children's welfare and development to support transitions and next steps in learning. Practitioners are attentive and frequently check children to ensure they are safe and feel reassured. As a result of the good quality care offered by the nursery, children learn independence skills which will support and promote their learning in the future and on transition to school.

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

The owner manager and staff have a good understanding of the principles in the Statutory Framework for the Early Years Foundation Stage. Observation, assessment and planning documentation has recently been reviewed to meet the requirements of the revised framework. The manager has a good overview of the curriculum and has recently started to observe staff to monitor the quality of teaching. Performance management is well managed within the nursery and staff training needs are identified through effective supervision and appraisals. New documentation for tracking children's progress is in place. The manager maintains an overview of this information. This ensures key groups of children, for example, those with English as an additional language, are supported in making progress.

Arrangements to protect children from harm are good. This inspection took place following notification of an incident regarding child protection. The inspection found that the owner, manager and staff are effectively protecting the children from harm. They have in place thorough policies and procedures that have been recently updated and shared with staff, resulting in staff knowing the procedures to follow if a child protection issue is to occur. The staff are all knowledgeable of the procedures. They have also undertaken further training on how to safeguard children. As a result, the safeguarding procedures at the nursery are effective in protecting all children who attend. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff are fully aware of their roles and responsibilities in keeping children safe. Systems are in place to ensure all areas used by children are safe and as a result, children display a very good awareness of safety.

Self-evaluation takes into account the views of staff, children and their parents. Views are sought through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are well

established links with the advisory team within the local authority and this further enhances the self-evaluation process. Management has made good improvement on implementing the recommendations from the last report. Partnerships with parents are a clear strength of the nursery. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The nursery works well with other agencies such as health professionals, this ensures appropriate interventions are secured for children and they receive the support they need.

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 action. 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	EY284120
Local authority	Derby, City of
Inspection number	902752
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	87
Name of provider	Play & Learn Limited
Date of previous inspection	03/10/2008
Telephone number	01332 20 44 84

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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, which are usually the childminder's 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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