

Into Play Day Nursery

Paygrove Lane, Longlevens, GLOUCESTER, GL2 0AU

Inspection date

Previous inspection date

03/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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	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

- All children, including those with special educational needs and/or disabilities, make good progress from their starting points and achieve well.
- Strong teamwork provides particularly good quality support for babies and younger children's play and learning.
- Staff use consistent and clear boundaries for children to develop a good understanding of acceptable behaviour.
- Staff develop effective working relationships with parents who value much two-way sharing of information about their children's development and well-being.
- The management engages in realistic, in-depth evaluation and monitors the nursery provision effectively, which benefits children.

It is not yet outstanding because

- Older children are sometimes limited in their ability to make decisions about what they choose to play with
- Links with other providers to support the continuity and care for children are not fully effective.

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 compulsory part 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 five play rooms and the outside learning environment.
- The inspector had discussions with staff, children and parents and took account of information in a parents' survey.
- The inspector undertook a joint observation outdoors with the curriculum lead.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures and policies.

Inspector
Angela Cole

Full Report

Information about the setting

Into Play Day Nursery re-registered in 2012 as one of two nurseries of Into Play Limited. It is situated in Longlevens on the outskirts of Gloucester. The nursery was established in 1991 and serves a wide catchment area. It operates from a single-storey building, which has been extended and renovated to provide purpose-built accommodation. Facilities include a baby unit and four playrooms for older children. Outside, children have access to three enclosed play areas, including two fitted with all-weather safety surfaces. There is off-road parking for staff and parents. The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year, except for bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 104 children on roll aged from six weeks to under five years on a full- and part-time basis. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 19 adults working with the children. Of these, 17 hold appropriate early years qualifications and one is gaining a further qualification. The curriculum lead holds Early Years Professional Status.

What the setting needs to do to improve further

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

- give children more time and freedom to become deeply involved in activities of their choice
- extend the systems for sharing children's learning and development with other practitioners for children who attend more than one setting.

Inspection judgements

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

Staff focus well on new children to ascertain their levels of learning and to encourage them to learn about the available equipment to use this for their own play. Throughout the nursery, staff have a strong impact on children's learning and development. This means that children make good progress taking into account their starting points and capabilities. The educational programmes in each area of learning effectively help children to reach expected levels of development in the Early Years Foundation Stage. Children

with special educational needs and/or disabilities settle well so they feel secure and can learn well according to their abilities. Children learning English as an additional language make good progress from their starting points. The nursery makes effective use of sign language and of staff who speak the children's languages. Parents willingly help by providing staff with word lists and resources from their cultures. In liaison with parents, staff prepare tailored programmes of learning for the different age groups and for individual children. These strongly support children to gain confidence and to work towards their expected levels of development. The key persons receive strong support from the room leaders to set realistic learning targets to help children progress.

A key strength of the nursery is how well the manager and her staff connect and work with parents and carers. Staff are friendly so that key persons help parents to feel comfortable so that their children settle. Staff engage parents in their children's development and regularly share in conversation about children's activities and achievements in the nursery and at home. Parents are particularly helpful in providing resources. For example, they bring in items to help children celebrate their Chinese New Year and provide photographs for individual family albums of which children are proud and eagerly talk about. Parents respond well to invitations to attend meetings to talk in-depth about the children's learning journals and their progress. Staff send home booklets for families to record their comments and how their children are progressing to contribute to the picture of children's learning.

Dedicated, stable staffing provides babies and younger children with particularly good support to acquire the skills and capacity to develop and learn effectively. Babies and children gain self-esteem as they enjoy looking at displays that include samples of their work. Interested staff often calmly engage and motivate children so that from a young age they gain confidence. Children under the age of three years have ample opportunities to explore through their senses to enhance their personal, social, emotional and physical development. Staff are always attentive to extend their early communication and language skills. They frequently base activities on their interests at the nursery and at home, such as caring for the fish. In the pre-school room, children are eager to learn and show good concentration and perseverance to complete tasks. For example, they are keen to see and discuss how the painted lady caterpillars are growing; they help to make an outdoor 'bug hotel' to be able to examine different insects. The planned routine includes extended, free choice times and a rolling cafe for children to decide when and what activity in which they will engage; however, staff occasionally do not follow this supportive pattern. Pre-school staff do not consistently give individual children opportunities to decide the activity in which they will engage. This sometimes limits children's choices and the development of their decision-making skills. Children in the pre-school benefit from the secure foundations to learning developed in the younger children's rooms. They are secure in their abilities to join in interesting conversations and in their language and mathematical skills to count and match similar symbols and shapes. Staff focus well on supporting children to be ready for the next stages in their learning at school.

Babies and children achieve good physical and emotional development. They form strong bonds with their key persons and known room staff, who are always attentive to their well-being. Staff become skilled and sensitive in helping children form secure emotional attachments. They offer constant, individual encouragement to babies and younger children. As a result, they provide a strong base for these children's developing independence and exploration. Children effectively learn about self-control as they learn how to share toys and take turns, for example to pour their own drinks. Children gain confidence in varied, social situations as different staff engage them in conversation and they receive praise for helping with the younger ones in their room. They learn to listen carefully to instructions, for example about the need to dress appropriately for outdoor play. They respond to supportive behaviour management because staff have consistent expectations of them and are good, calm, role models.

The staff give strong priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children develop a clear understanding of how to manage risks and challenges relative to their ages. They learn to use tools safely, including scissors and table knives. They take turns to carefully negotiate larger physical equipment, including climbing frames and wheeled toys. The nursery provides an attractive environment with many child-accessible resources. Clear picture and word labels enable children to develop the ability to choose different play things. Overall, adults use the resources well to promote good learning through effectively stimulating babies and children, both in and out of doors.

From a young age, children demonstrate a good understanding about the importance of a healthy lifestyle. They willingly fetch and discard their own tissues and take their own plates and cups to the sink for washing. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including nappy changing and toileting. Toddlers and older children choose whether to be in or out of doors; they have their own spaces to run around in the fresh air and enjoy play in different weathers. They are active as they plant flowers, paint the fence with water and explore natural materials, including sand. Babies go outside each day; they crawl on clean surfaces and staff help them to develop their walking and rocking skills. Babies and children eat well and healthily and, from a young age, they serve themselves with the quantities they require. Children thoroughly enjoy cookery sessions and are keen to be helpers and choose the fruits to prepare for their nutritious snacks.

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

The management and staff work well as a team to play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements. They have a strong understanding of how to keep children safe, including how to respond to any concern about a child. All but the newest staff have completed training brought in-house so staff learn about and revise their understanding about child protection. Both child

protection lead practitioners have undertaken extended child protection training course that enables them to identify, understand and respond appropriately to any concern. Staff review detailed, written risk assessment through daily checks, including those concerning security. When children are away from the premises on outings, staff complete thorough risk assessment. The nursery effectively maintains all required documentation, including policies and records of staff suitability. The high adult to child ratios enables staff to effectively promote safe practices within a culture of safety.

The committed management and room leaders work closely with staff to reflect on the nursery's provision and they complete evaluations in good, focused detail. They value advice and ideas for good practice, for example, from the local authority adviser and through visiting other settings. Using children's interests and views alongside parents' comments, for example from surveys, they accurately assess what they offer to children and their families. They thoughtfully plan many aspects of development. These include implementation of changes in planning and assessment, and radical reorganisation of the pre-school area. Particularly good attention is given to thorough employment and vetting procedures. Regular in-depth supervision and a revised system for appraisal support staff development through varied training opportunities. This has a good impact on, for example the sensitive management of children's behaviour. The managers and staff work hard to continually adapt and refurbish the extensive premises. The bright, stimulating, learning environments and good quality resources, many in low-level storage, successfully support children's all-round development.

The provider has a good understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. The senior management team effectively monitors the planning and delivery of the educational programme so that all groups of children make good progress. This includes the youngest children and those with special educational needs and/or disabilities who require support to close gaps in their learning. The nursery has varied success in linking with other providers sharing the care of children. Staff work hard at sending letters and forms and arranging visits but have not made personal contact with all other providers. As a result, partnership working does not fully meet the needs of children. Parents and carers welcome the good provision for their children. They appreciate the frequent, individualised, two-way communication about their children's achievements and progress. They feel well involved in aspects of the nursery's organisation, including future plans. Families choose the nursery because the staff are 'warm, caring and friendly'. They have close relationships with staff who are highly effective in supporting their children to become 'very ready for school' while still being kept challenged and engaged.

The Childcare Register

The requirements for the compulsory 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	EY451947
Local authority	Gloucestershire
Inspection number	885261
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	95
Number of children on roll	104
Name of provider	Into Play Limited
Date of previous inspection	not applicable
Telephone number	01452 380662

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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