

# Wem Playmates Nursery

Unit 1, Wem Business Park, New Street, Wem, SHREWSBURY, SY4 5JX

## Inspection date

Previous inspection date

01/05/2013

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

- Children are well safeguarded. This is due to robust recruitment and vetting procedures. As a result, staff have a comprehensive understanding of their roles and responsibilities in protecting children in their care.
- Children show good levels of confidence and independence skills through daily routines. Strong and secure bonds with staff help children to feel safe and secure.
- Good partnership working exists with other settings. This enables staff to fully support children through times of change and transition to school.

### It is not yet outstanding because

- There is scope to develop and extend resources and experiences available to children in the outdoor play area. Physical challenge for pre-school children is not maximised and opportunities for all children to discover nature and use all of their senses in their outdoor play are limited.
- Staff do not make the most of information from parents about children's developmental abilities when they start to ensure that it is used to effectively plan and meet their needs and interests.

## 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 observed children's activities in all three rooms and the outside learning environment. She conducted a joint observation with the manager.
- The inspector held discussions with the staff and manager.
- The inspector looked at children's assessment records, planning documentation and evidence of suitability of practitioners working within the setting.
- The inspector looked at the provider's self-evaluation form and a range of other documentation.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

Wem Playmates Nursery re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a business park in the town of Wem, Shropshire. The nursery serves the local area and is accessible to all children and there is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at Level 2 or above.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children for whom English is an additional language.

### What the setting needs to do to improve further

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

- enhance further the outdoor area to enrich opportunities for children to take part in play that promotes their skills in physical development and discover the use of the natural world in their play
  
- consider ways to include parents' contributions to the baseline assessment of children on entry to the setting.

## Inspection judgements

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

Children enjoy their time and are happy and settled in this friendly nursery. As a result, they make good progress in their learning and development. They are supported in their learning by staff who understand how to plan and extend activities to enhance children's play experiences. Children's learning journeys show, using observations and photographs, the progress that they make. Staff use observations to identify children's next steps in their learning and plan activities to achieve this. Parents are involved in most aspects of their children's learning as they contribute to their progress check at age two with their key person. However, there is scope to further enhance parents' contribution to children's starting points in order to fully support their interests and needs.

Children's communication and language is well supported throughout the nursery. Staff in the baby room reinforce sounds that children make and spend time helping them to develop their basic communication skills. Children's language is developing well; they chat happily together, with staff as they share experiences with them. For example, pre-school children use their imagination to act a visit to the hairdressers. They use curlers and straighteners on each other's hair while arranging appointments on the mobile phone. Children for whom English is an additional language develop their language skills and make good all-round progress. All rooms are well organised and provide opportunity for children to independently access resources. For example, children access their coats and wellingtons to get ready for outdoor play. Activities such as these, support children's readiness for school.

Toddlers and staff regularly sing songs and move to action rhymes. As a result, children develop vocabulary, listening skills and an awareness of their bodies as they excitedly dance to a favourite song about a builder. Outdoor play is provided for all children on a daily basis. However, staff have yet to fully encompass all the areas of learning outdoors to further promote children's learning and development. For example, to challenge their physical skills in negotiating climbing equipment and exploring the natural world.

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

A comprehensive and effective key person system supports children's well-being and self-esteem. Staff are kind and caring, which helps children to form secure emotional attachments. Children demonstrate their feelings of contentment as they happily interact with the staff and seek them out for a cuddle when they become tired. Transitions throughout the nursery are effective. Time is spent providing children with opportunities to visit their new room and familiarise themselves with the staff. Staff have developed good working relationships with local schools that children will attend. They visit the schools and invite reception teachers into the nursery to prepare the children for school readiness and lay firm foundations for the future.

Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely while they are playing. For example, they learn to use the sit and ride cars outside and to sit correctly on chairs at meal times. There are effective procedures in place to support and encourage positive behaviour and self-esteem. As a result, children know and understand the boundaries; they take turns and learn to share resources appropriately. Children show that they feel safe and secure in the setting as they learn about the procedures for evacuating the premises in an emergency. They interact well with their peers and confidently talk to staff and visitors to the setting. For example, children enjoy purposeful visits from the community police officer to help reinforce their knowledge of being responsible for their own safety with instructions about 'stranger danger'.

Children have plenty of space to play and rest, both indoors and outside. The nursery is warm and welcoming; colourful notice boards around the premises provide a wealth of useful information for parents. Children's artwork is attractively displayed and enriches the environment as children are able to point out their work. Staff promote healthy lifestyles

with the children as they regularly access the outdoor environment. Consequently, children receive plenty of fresh air and begin to understand the importance of physical exercise. In addition, snacks provided during the day promote an understanding of a healthy diet on growing bodies.

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

All staff are fully aware of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They understand the signs and symptoms to be aware of, and the procedures to follow if they have any concerns about a child to keep them safe. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Staff are vigilant in assessing new risks and ensuring children's safety at all times, for example, when purchasing new equipment, and caring for the nursery pets, such as Polly the hamster.

The manager demonstrates a good understanding of her responsibility to meet the learning and development requirements. All required documentation is in place and well maintained, and the nursery is safe and secure. All adults working in the setting are appropriately vetted, as a robust recruitment and induction procedure is in place.

Partnerships with parents are good. Parents are valued and their views are sought as they are encouraged to become committee members. Parents state they are pleased with the changes that have been made since the move to the new larger premises. This has resulted in more scope for staff to meet children's learning and development. Good partnerships with other professionals involved with the children help to ensure that their individual needs are routinely met and supported.

The manager is a visible presence in the nursery and part of the staffing ratios, she routinely observes staff and provides regular feedback on their practice and performance. Annual appraisals and regular staff meetings allow opportunity to discuss planning and any practice issues. Professional development is actively encouraged and staff have attended a wide variety of training courses to enhance their knowledge and practice. For example, all staff have undertaken safeguarding and first aid training. As a result, staff are well informed to promote children's welfare and safety. The manager demonstrates a good capacity for improvement. Strengths and weaknesses of the nursery are clearly identified and action plans to implement the necessary changes are in place to sustain improvement. For example, plans are in place to enhance the outdoor area.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY454398
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	890301
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Wem Playmates Nursery Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01939 233 643

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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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