

# Kids Play Ltd (Bury St Edmunds)

Station Hill, Bury St Edmunds, Suffolk, IP32 6AD

## Inspection date

05/04/2013

Previous inspection date

21/12/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 give good regard to supporting children's language skills. As a result, children are becoming confident communicators.
- Observation and assessment of children's learning is used well to plan for their next steps. Staff have a good understanding of how children learn and plan effectively to ensure a balance across the areas of learning.
- Partnerships with other professionals are well established. This ensures a good level of support for children with special educational needs and/or disabilities.
- Children's transition into the nursery is managed very well. As a result, they are happy, settled and are developing very good bonds with their key person, other staff and their peers.

### It is not yet outstanding because

- Staff do not routinely model counting during adult-led activities, to help children learn to count and use their very good mathematical language confidently.

## **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 activities in the baby room, toddler room, pre-school room and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector looked at written testimonials from parents.

## **Inspector**

Jacqueline Mason

## Full Report

### Information about the setting

Kids Play Ltd (Bury St Edmunds) registered in 2001. It is one of 13 settings that are privately owned and managed by Kids Play Ltd. The nursery operates from three rooms within converted premises in Bury St Edmunds, Suffolk. A secure enclosed outdoor area is used for outdoor activities. There is also a public soft play centre located on the first floor which children access during times when it is not open to the public or is less busy. The nursery opens five days a week from 7.30am to 6.30pm throughout the year. Children attend for a variety of sessions. The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 220 children on roll. Of these, 95 are in the early years age range.

There are 12 members of staff, including the manager, who work regularly with the children. All staff hold appropriate early years qualifications to at least level 2 and four members of staff are working towards an early years degree. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who are learning English as 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:

- model and promote counting during adult-led activities, to help children learn to count and use mathematical language confidently.

## Inspection judgements

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

Staff have a good knowledge and understanding of how children learn. They provide a varied and interesting educational programme that is balanced across the areas of learning. All children are supported well, through a range of child-initiated and adult-led activities. Staff know the children well. Each child has a written record of their learning and development that includes photographs and written observations of what they are doing. These are evaluated regularly, through written summaries, to ensure that each child is making good progress. Parents are encouraged to record their own observations of what their children are doing at home and staff take these into account, to ensure that their planning is firmly rooted in children's interests. Parents are kept informed about their children's achievements and progress. Staff are aware of the importance of carrying out development checks for children aged two years. They have implemented this requirement well to ensure that each child is provided with a summary that identifies their individual

development needs. The outcome of the check is shared with parents.

Staff respond well to children's interests and are actively engaged in their play, chatting to them about what they are doing, supporting them in their play and helping them to persevere when the activity gets difficult. As a result, children are motivated and keen to learn and are developing the key skills needed for the next stage in their learning. The accessible resources are planned and provided to meet individual children's interests. Young children explore toys and the environment and staff ensure that they can do this whilst feeling secure that they are nearby. Children are developing a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Staff recognise when young children lose interest in an activity and readily switch to another. Children are beginning to show an interest in their own customs and cultures and those of others. Staff promote positive images of culture, gender and disability to help children develop positive attitudes to others. All children are fully included in the routines and activities set out each day.

Children have good support to develop their language and communication skills. Staff respond well to the babbles and gestures of younger children. They repeat individual words for young children to hear and model building sentences. Older children have opportunities to process questions before giving answers and to initiate conversations. Children who have English as an additional language make good progress in their communication skills in English. Information for parents is translated into their home language when needed, to ensure they are fully informed about the nursery. Staff learn key words and use pictorial prompts to aid communication. A pictorial timeline of the nursery routine is used to help children know what happens next during the day. Children enjoy picture books and older children listen carefully to stories read by adults. They join in with repeated refrains and talk enthusiastically about the illustrations. Older children recognise some initial sounds and are beginning to write their names independently.

Children are encouraged to make marks and develop early writing skills. Staff recognise that some older boys do not often sit at the table to draw and make marks, so they provide materials that motivate them to participate. For example, they provide stencils showing forms of transport, in response to boys' interest in cars and lorries, and provide dry sand and shaving foam in trays. This encourages them to make marks using materials other than using pencils on paper. Children explore materials through sensory exploration, smelling the play dough before testing the texture through touch. They play imaginatively, making 'birthday cakes' from the play dough and making 'candles' to put on the top. Children can count how many candles they have made but their awareness of numbers and counting is not always promoted effectively. This is because staff do not consistently use numbers and counting in everyday play and routine situations. For example, when cooking with children staff do not count the number of spoons of melted chocolate that the children put into the bowl or count the number of cake cases on the tray.

Children's physical development is progressing well. Older children have daily opportunities to play in the 'Play Centre' where they can be active and practise climbing and swinging. Children can play outdoors with the varied range of bikes, scooters and push-along toys.

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

Children are happy and settled because transitions into the nursery are managed well. Each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children are developing very good emotional attachments with staff. They are well prepared for the next stage in their learning because they are fully supported by their key person to progress from one room to the next. Children continue to be supported as they get ready for their transition into school and are developing the necessary skills which help them embrace new experiences with confidence.

Consistent routines are followed that help children develop a sense of belonging, as they know what happens next at any point in the day. They respond well to the high expectations of staff and are developing good friendships with each other. Staff are good role models, treating children with respect and positive regard. Any unwanted behaviour is managed sensitively, taking into account children's age and level of understanding. As a result, children are learning right from wrong. They readily share and take turns with popular resources and have respect for each other's needs and feelings. Toys and resources are stored well in this warm, welcoming and stimulating learning environment in which children are secure and confident to express themselves.

Children learn to keep themselves safe through everyday routines, such as staff helping them to understand the need to be careful when floors are wet, to prevent slips and falls. Children practise the emergency evacuation drill regularly. As a result, everyone knows what to do to keep themselves safe in an emergency. Children are encouraged to take responsibility for their own care needs. Staff support them to learn about the importance of good health and hygiene, such as washing hands before meals and keeping noses clean. Children's individual care routines are met well. Staff talk to parents about the individual routines of younger children, with regard to sleeping and feeding. Established routines are continued, to promote continuity of care.

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

The management team and staff are committed to providing a good quality of care, learning and development for all children. They have a good understanding of the requirements of the Early Years Foundation Stage, to ensure that they are meeting their legal duties. The learning and development requirements are met well and are monitored, to assess the quality of teaching and learning and ensure it is meeting the needs of all children. The nursery has initiated good partnerships with others who provide care and learning for the children. This ensures that children's needs are identified quickly. Staff work closely with external agencies, following their advice and guidance to implement development plans that meet children's individual needs. The nursery also works closely in partnership with the local children's centre. Nursery staff are provided to support the centre's programme of activities and the nursery hosts a 12 week 'Parent with Potential' workshop for young parents.

The nursery is led by a management team that supports staff well. There is an effective programme of performance management in place. Staff are enthusiastic, motivated and encouraged to continue in their own professional development, to improve their own knowledge, understanding and practice. Self-evaluation and reflective practice is used well to inform priorities and to set challenging targets for improvement. All staff have meaningful opportunities to review and contribute to the ongoing improvement of the whole nursery. In addition, management seeks the views of parents, through daily discussion and written questionnaires.

Partnerships with parents are effective as staff are committed to working together with them, to ensure continuity of care and learning for all children. Written testimonials from parents demonstrate their satisfaction with the nursery provision. They rate the facilities provided for the children as 'very good' and they are very happy with the level of care from the staff as they feel that staff have high standards and are always attentive to their children's needs. Parents report that they are kept well informed about their children's progress and that staff are friendly and approachable.

Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk and know how to report concerns. A record is maintained to show that all staff have an enhanced disclosure issued by the Criminal Record Bureau. This helps ensure that those working with children are suitable to do so. The nursery premises are safe and secure, to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified. All necessary steps are taken to limit risks so that children can play safely indoors and outside. Risk assessments are also carried out for the 'Play Centre' and outings, ensuring that any community facilities used by children are safe.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	404820
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	908676
<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>	75
<b>Number of children on roll</b>	220
<b>Name of provider</b>	Kids Play Ltd
<b>Date of previous inspection</b>	21/12/2009
<b>Telephone number</b>	01284 763799

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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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