

Play & Learn Nurseries Ltd

St. Martins School, Ross Road, South Wye, Hereford, Herefordshire, HR2 7RJ

Inspection date	18/04/2013
Previous inspection date	24/09/2008

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

- Observation and assessments are used effectively to plan for the next stage in children's learning and development. Staff plan interesting activities which evolve from children's individual interests.
- An effective key person system, which clearly works in practice, provides children with stability and helps them to form positive relationships and gain confidence and self-esteem.
- There is a strong, supportive management team in place. They regularly reflect on their practice, and are able to recognise the areas for improvement and implement the necessary changes to ensure that the setting moves forward.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are fully supported by competent staff who know children well and ensure that they are integrated into all activities.

It is not yet outstanding because

- On occasions, staff lack the confidence to fully extend or break down activities to further enhance children's learning experiences.
- There is scope to improve the methods used to help and support parents to be fully involved in their children's learning at home.

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 in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documentation.
- The inspector held ongoing discussions with staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Play & Learn Nurseries Ltd was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained unit located on St. Martin's school site in South Wye, Hereford. It operates from three rooms and there is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. There are currently 63 children on roll, all of whom are in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 12 members of childcare staff, all but one of whom hold appropriate early years qualifications. This includes two who have an early years foundation degree.

What the setting needs to do to improve further

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

- develop staff's confidence in their own abilities to extend activities to fully challenge children to take the initiative in their own learning, or to break down the activities into small achievable steps
- persevere with ways to encourage and support all parents to be fully involved in children's learning and continue with this at home.

Inspection judgements

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

Children are settled and enjoy the time they spend in this friendly environment. Staff provide a range of activities which children enjoy taking part in and which are suitable to meet their learning and development needs. Planning is in place and is developed from children's interests and observations. The next steps in children's development are clearly identified, and these are linked to the planning to provide activities to help to move children forward. Staff are adept at recognising where there are gaps in children's learning. However, on rare occasions they lack the confidence to extend activities to fully challenge children to take the initiative in their own learning or break down the activities to ensure that they are in small enough steps to fully support younger children to easily

reach their goals. On these very few occasions, children's learning is, therefore, not maximised.

Staff successfully identify children who are achieving above their development band and provide activities to enhance and expand their learning potential. For example, they have made cards with different patterns on them for children to recognise the patterns needed to support them in their early mark-making skills. They have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Assessments and 'learning journeys' are shared with parents, and staff endeavour to include them in their child's learning. They have developed interactive boards and home diaries with suggestions of five ways for parents to support learning at home. However, they have recognised that this is an area where they need to persevere until it is fully embedded into practice. The implementation of a highly effective monitoring and evaluation system helps to identify any areas or groups of children who are under-achieving, and enables staff to seek early intervention and support from outside agencies when needed.

Children's communication is well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. They use a variety of books and puppets as they encourage children to name animals, make animal sounds and sing songs about animals who live on the farm. Older children's language is very well developed. They chat happily together and are beginning to use expressive language. For example, they describe paint as 'squidgy' when they are painting their hands. All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included, and staff are skilful in recognising children's individual needs and supporting them to join in activities at their own pace. Staff learn words in different languages to enable them to communicate effectively with children who speak English as an additional language. Several staff have attended training to learn how to speak Polish and, as a result, they are able to fully support children and help them to settle in the nursery.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with shaving foam and push cars through it to make patterns. Older children are encouraged and supported to solve problems and think about items they will need for activities, for example, when building a marble run. They work together as they consider how they can reach the top to roll the marble when the tower becomes too high, and staff ask leading questions to help them realise that they need a solid base on which to build. Children's problem-solving skills and their abilities to work with others help to prepare them in readiness for school.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children, and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children throughout the nursery and to

school. Children enjoy several settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings and staff. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process and are able to discuss any concerns or queries they may have regarding the move. The nursery works cohesively with schools that children will be moving to. Teachers visit the nursery to meet children and parents, and bring activities from school for children to take part in. This ensures that the transition between nursery and school is a positive experience for the children.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Children with specific medical conditions are well supported and effective care plans are in place. Children learn about healthy lifestyles as they enjoy freshly prepared snacks of fruit and vegetables. Staff encourage them to eat the healthy options in their lunch boxes, and provide height and growth charts to teach children that eating healthy foods helps them to grow tall and strong. Children take part in healthy cooking activities and staff send recipes home to parents to support healthy eating at home.

The premises are well resourced to provide children with an environment in which to successfully learn and develop. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. Pre-school children take part in forest school activities. They cook marshmallows and popcorn, make mud in the mud kitchen and whittle sticks. This teaches them how to be responsible for their own safety in a controlled environment, while still allowing them to take risks and learn to enjoy the outdoors. Children learn about evacuation procedures and staff sensitively support children who are afraid of the fire bell by teaching them the importance of practises. They learn to evacuate from different rooms and doors, and have even used the window as the provider is innovative in making up scenarios to cover every eventuality and ensure that children are safe at all times and in all circumstances. Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements, no matter how small. Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children learn to adopt healthy lifestyles as they access outdoors in all weathers and use equipment to develop their large muscle skills. They skilfully climb the small climbing wall, balance on logs and beams, crawl through tunnels and are learning to ride bikes, carefully manoeuvring them to avoid obstacles.

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

Children are safeguarded well. All staff are highly trained in this area and are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of, and know when and from whom to seek advice. The senior management team have a good working knowledge of

safeguarding procedures, which further ensures children's protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed, and induction procedures are in place to help and support new staff. The current staff team has been stable for several years. They work very closely together to further provide consistency and support for the children. Appraisals are used to identify any areas for improvement, and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is very strong. Parents are wholly valued and their views are sought and respected. Staff endeavour to provide parents with additional, useful information and have recently embraced the 'Solihull approach' which provides parents with information and support on issues, such as weaning, behaviour management and the use of dummies. Parents are happy with the nursery, and comments received are extremely positive. They say that 'staff go above and beyond to ensure that children are fully supported'. They say that staff are 'flexible, lovely and caring' and that they tell all their friends about the nursery. Good partnerships with other professionals involved with the children, including the nearby children's centre, help them to reach their development goals and ensure that their individual needs are routinely met.

There is a dedicated, friendly and caring senior management team in place. They are able to identify the strengths and weaknesses of the nursery and are proactive in implementing the changes necessary to sustain improvement. For example, they have recently introduced peer monitoring to help and support staff to reflect on and improve their practice. Above all, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

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	EY274846
Local authority	Herefordshire
Inspection number	908133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	63
Name of provider	Play & Learn Nurseries Ltd
Date of previous inspection	24/09/2008
Telephone number	01432 354423

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

