

Child's Play Private Day Nursery

21 Thornhill Road, DEWSBURY, WF13 2SN

Inspection date	06/06/2013
Previous inspection date	14/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 for all children and provide interesting and challenging experiences that meet the needs of all children. As a result, children are interested and keen to acquire new skills.
- Staff complete regular and precise assessments of children. Consequently, staff have a good awareness of children's individual skills and achievements.
- Children settle well and are emotionally secure because the key person system is strong.
- There are effective systems for performance management. As a result, staff continually improve and develop their knowledge, understanding and practice.
- There is a good overview of the curriculum through monitoring of educational programmes. As a result, a broad and balanced range of activities are offered to children that enable them to make good progress towards the early learning goals.

It is not yet outstanding because

- There is scope to develop further, a range of resources and large play equipment to enhance aspects of children's physical development.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector observed activities in the four playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and checked evidence of suitability and qualifications of the staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and the provider's self-evaluation form.

Inspector

Sarah Taylor

Full Report

Information about the setting

Child's Play Private Day Nursery was registered in 2001 and is operated by a private provider. It is based within converted premises which are situated in the Scouthill district of Dewsbury, West Yorkshire. Children are based in four playrooms over two floors in the main building and in an additional room based in a modular unit. All children share access to outdoor play areas. Access is via a steep hill and there are some steps into parts of the property. The setting primarily serves families living in and around the local community. It is open Monday to Friday from 7am to 6pm and provides an all year round service with the exception of bank holidays.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 47 children on roll, of these, 44 children are in the early years age range. The setting provides funded places for the provision of early education for some of the children. The setting currently employs 17 staff to work with the children. Of these, 15 hold childcare qualifications to a minimum of National Vocational Qualification Level 3. One member of staff holds Qualified Teacher Status. Staff receive support from the local authority.

What the setting needs to do to improve further

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

- provide a range of large play equipment and resources that can be used in a variety of ways, to support specific physical skills, such as climbing.

Inspection judgements

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

All staff have a good understanding of the Early Years Foundation Stage and how children develop. They provide a wide range of activities, suitable for individual children's age and stage of development. Staff complete regular and precise assessments of children, which include progress tracking sheets and detailed observations. They implement the required progress check at age two. Staff use the information from observations to record children's next steps in learning. As a result, staff have a good awareness of children's individual skills and achievements. Effective systems for the monitoring of planning and assessment ensure children make good progress in line with the guidance, Development matters in the Early Years Foundation Stage. Consequently, any gaps in children's learning are identified and swiftly addressed.

Staff recognise the importance of sharing information with parents regarding their

children's learning and experiences at home and nursery. This is achieved in a variety of ways, including obtaining information about children's starting points on entry to the nursery, daily discussions, sharing the learning journals and regular newsletters. Staff have high expectations for all children and carefully plan activities to support their individual interests. As a result, children are interested and keen to acquire new skills. Children work cooperatively and take turns during their play. For example, staff encourage children to work together to add ingredients during the play dough activity. This helps children to become independent learners and supports their personal, social and emotional development. Consequently, children are well prepared for school when the time comes.

Children's learning is well supported by staff during activities. Staff understand the importance of enhancing children's language skills. For example, they use soft tones and smiles to communicate with the youngest of babies. Older and more able children enjoy practising sounds and letters during the circle time activity. Children have access to a wide variety of books and make their selections for staff to read, which further encourages children's love of reading. Babies are gently encouraged to explore their environment using their senses as they play with water, sand, cornflour and paint. Toddlers are eager to learn new things because staff encourage them and ask interesting questions. For example, during the play dough activity children confidently prod and poke the dough to make shapes. Staff ask about the texture of the dough and the shapes children have made. As a result, children are developing their physical skills by manipulating materials, to achieve a planned effect. Children enjoy regular access to an enclosed garden where they enjoy running, jumping and skipping. However, some opportunities for children to explore a range of large play equipment that can be used in different ways, such as climbing are not maximised. Children are encouraged to learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. Staff work hard to include all children, and treat them with equal concern. They are supported to talk about significant people in their lives through the use of family photographs brought in from home. As a result, children develop a sense of belonging and are learning about different cultures, communities and each other. Children access a wide variety of toys that reflect diversity. This supports children's understanding of the world.

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

Children's transition into the nursery is managed effectively. Children attend for a number of settling in visits before they start at the nursery. This ensures the key person is fully informed of children's care needs and how to meet them. Consequently, children settle well and are emotionally secure, which gives them a strong base for their learning. Babies develop warm and secure emotional attachments with staff which promotes their personal, social and emotional development. Children sit and happily chat with staff and their friends, this shows they are happy and enjoy their time at the nursery. Parents are provided with feedback about their child's time at the nursery, at the end of each day. They are also encouraged to contribute to supporting their child as they move between rooms and on to school. The key person works closely with parents and any other professionals involved, enabling children to have a smooth transition between environments. Consequently, relationships between parents and the nursery are strong.

Children demonstrate good behaviour that shows that they feel safe in the setting. Staff make their expectations of children clear. For example, staff give children gentle reminders to pick up toys and resources once they have finished playing with them. This enables children to learn to care appropriately for their environment, and the resources within it. Staff promote children's good health well. Healthy eating is promoted through a broad range of nutritious snacks and meals, all prepared on the premises by the nursery cook. For example, meals include sausage casserole, roast dinner, chicken curry, home baked bread and a selection of fresh fruit and vegetables. Children independently access drinks of milk and water. Children of all ages have a good understanding of the importance of self-care. They independently wash their hands, using hand soap and disposable towels. Children are also given reminders by staff to use tissues to blow their noses and put their hands to their mouth when coughing, to stop germs spreading. This ensures children are given clear messages about the importance of good hygiene. Children benefit from fresh air and exercise in all weathers, which helps to promote children's physical well-being.

Children's safety is well promoted. The environment and resources are stored in clearly labelled units at children's level, which they safely access independently. Babies are secure in appropriate chairs when they eat and toddlers learn to sit properly on chairs adapted for their size when eating their meals. Staff teach children about keeping themselves and others safe. For example, older children are encouraged to use scissors carefully during activities. The nursery provides good support to prepare children for their transition to school or pre-school. Children regularly visit the school so that they become comfortable with their new environment. Information about children's progress and individual needs are effectively shared on a regular basis with other settings. This helps to promote smooth transitions and support for their care, learning and development.

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

Staff have a clear understanding of child protection issues and are familiar with the signs and symptoms of abuse. Robust systems to work in close partnership with parents and others to safeguard children ensure that children are kept safe. There is a thorough procedure for safeguarding that includes clear guidance on the procedures to be implemented in the event of a child protection concern being identified. Regular risk assessments and accurate records for accidents and the administration of medication further promote children's safety and well-being. The recruitment and vetting of staff is thorough, which means decisions that are made about their suitability are well informed. Staff are well supported by the manager to understand their roles and responsibilities. For example, regular staff appraisals help to support staff and ensure that they have the opportunities for continual professional development and further training.

The manager has a good understanding of the requirements of the Statutory for the Early Years Foundation Stage. She regularly looks at children's learning journal records to ensure that the observations and assessments are accurate and up-to-date, and are used effectively to plan exciting and challenging activities. As a result, children's progress is evaluated to ensure children are working within their expected developmental levels and

those that are not, gain the appropriate support they need. The nursery has good strategies in place for working alongside outside agencies to support children if required, this ensures children receive good quality interventions and support for their learning and care needs. The nursery places a strong emphasis on working with external agencies, such as speech therapists, other settings and local schools. This supports continuity of care for children and enables them to make good progress in their learning and development. The nursery staff work closely with parents who willingly provide positive feedback about their children's progress. The wealth of information available both in the nursery and at the frequent parent open evenings keeps parents fully informed about their child's time at the nursery. Parents spoken to on the day were highly complimentary with parents stating 'My child is making good progress here, we are very happy' while another parent states 'My child is so happy here, they love the staff, they are so settled, and is happy and content to wave goodbye when I leave'.

Rigorous processes for self-evaluation ensure that the manager has a clear insight into the strengths and areas for development within the nursery. She seeks the views of children, staff, parents and the local authority and spends time throughout the week observing staff practice and daily routines. Consequently, clear plans are in place to continually improve the quality of the early years provision.

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	EY234154
Local authority	Kirklees
Inspection number	921259
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	47
Name of provider	Lynda Quigley
Date of previous inspection	14/10/2010
Telephone number	01924 488808

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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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