

Playhouse Day Nursery (Nothern)

St. Francis of Assisi Primary School, Lowfields Avenue, Ingleby Barwick, STOCKTON-ON-TEES, Cleveland, TS17 5GA

Inspection date	24/06/2013
Previous inspection date	26/07/2011

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

- Children are happy, settled and feel secure, as they are cared for by staff who are warm and sensitive to their individual needs. They develop high levels of confidence and self-esteem because staff fully recognise and acknowledge their efforts and achievements with meaningful praise.
- Children make good progress in their learning and development. This is enhanced by staff who are enthusiastic and provide a wide range of activities and experiences, which build upon children's interests and abilities.
- Children are kept safe and free from harm because staff have a good understanding of how to promote their safety and well-being. The nursery is safe and secure in all areas, which means that children are able to move about freely and decide where they want to play.
- Children develop a good understanding of the importance of physical exercise and a healthy diet as they are encouraged to access the outdoor area and are provided with a range of healthy foods and snacks.

It is not yet outstanding because

- There is scope to improve the information obtained from parents before their child starts so that staff are fully informed of each child's stage of development.
- The environment is not consistently rich in print, signs, labels and symbols to help pre-school children develop further skills and interest in the meaning of words.

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 main playrooms and outdoor area.
- The inspector spoke with the owner, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documentation, policies and procedures, children's records and other relevant documentation.
- The inspector carried out a joint observation with the manager.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

The Playhouse Day Nursery (Nothorn) was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Ingleby Barwick. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, nine at level 3 and one at level 6. The nursery opens Monday to Friday 50 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 90 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 a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance existing methods for gathering information from parents about their child's stage of development at the start of the care arrangement

- develop the environment further so that it is richer in print, particularly in the pre-school room, so that younger children's attention can be drawn to marks, signs and symbols and older pre-school children can enhance their skills in learning that words carry meaning.

Inspection judgements

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

Staff have a secure understanding of how children learn. They carefully observe children to find out about their immediate interests in order to plan and provide a good range of activities and play experiences. These take account of all seven areas of learning, although a clear focus is given to the prime areas for young children. This ensures they have the key skills needed for the next steps in their learning and in preparation for school. Each child has a learning journal, which identifies their level of achievement. This is well presented with photographs and observations of their play. Next steps are clearly identified and used to challenge children's learning and development. A tracking system is in place and clearly shows how children make good progress. However, there is room for

staff to gain further valuable information about children's starting points from parents before children attend the nursery, enabling staff to use this in their planning for children's ongoing development.

All children have independent access to a wide range of books and enjoy reading independently or in small groups. Young children listen to stories with increasing attention and repeat words and phrases from familiar stories. Older children confidently hold books the correct way and 'read' stories to their friends. Staff provide praise and encouragement for their efforts. This helps to foster children's love of reading. However, use of print in the environment, such as labels on storage boxes, signs and symbols, is not fully embedded to further support and encourage children's early literacy skills.

The outdoor environment enables children to be active in their learning. For example, they plant, grow and eat a wide range of vegetables and fruit in their well-planned and maintained 'growing area'. This develops children's awareness of how things grow and gives them plenty of opportunities to talk about changes they can see over time. For example, they observe the tall bean stalks rapidly 'growing up the bean poles'. Children become very excited as they watch the frogs 'jump' about on the grass. Staff skilfully use spontaneous opportunities to further develop children's understanding and learning as they encourage them to move and make sounds like frogs. Staff model how frogs jump and children eagerly copy and make noises like frogs. They also excitedly challenge each other to see who can 'jump the highest'. The staff's enthusiasm encourages children to explore the outdoor environment further and they show a great interest in discovering worms and bugs.

Children's mathematical understanding is explored and developed well as they are presented with real-life problems to do with mathematics. For example, they count how many chairs they need for lunch and talk about how many more they need to ensure all children will have a chair. Children enjoy making marks both indoors and outdoors. For example, they use their fingers to make marks in the sand and have great fun using water and brushes to 'paint' outside. This helps to develop children's early writing skills, while making learning fun.

The progress check at age two has been completed for all relevant children. Parents and external agencies are fully involved in the process and any concerns have been shared and acted on.

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

Good transition procedures are in place for when children move to the next room or school. For example, staff work closely with other providers, parents and children to ensure children and parents become familiar with their new key person. This helps them form secure bonds and promotes their emotional and physical well-being. Links with the local school are strong. This also helps them to prepare for the next stage in their learning.

Children's behaviour is managed well through clear and concise behaviour management

strategies. As a result, children's behaviour is very good. Nearly all understand the importance of listening, sharing and taking turns. Many spontaneously apologise when there are occasional disagreements or someone is accidentally hurt. Children show high levels of independence. They serve themselves at snack time, tidy away toys and attend to their own needs, such as visiting the toilet or putting on their apron. This means that they are developing the skills needed for the next stage in their learning, such as attending school.

Children are confident and settled in the nursery. The key person system works very well and young children benefit from consistent relationships with familiar carers who attend to their day-to-day needs. The nursery offers all parents settling-in times for their children and these are flexible according to their needs. This helps the child's separation from their parents, putting them at ease and promoting their self-esteem. Staff offer a stimulating and interesting learning environment as a varied range of resources are freely available both inside and outside. Resources are easily accessible to all children and are relevant to their age and stage of development.

Children's health and well-being are supported well. Staff provide children with very healthy snacks of fruit and talk to them about the importance of eating a healthy diet. Fresh drinking water is available at all times and children help themselves when they are thirsty. Children understand the importance of following simple hygiene routines, such as washing their hands before eating or after visiting the toilet. Children have daily opportunities to be active, for example, they use the outdoor area daily where they enjoy playing with a variety of balls, climbing and balancing. All of which encourages children to develop their physical skills and helps them to develop their understanding of the need of physical exercise. Children learn to keep themselves safe in a range of situations. This was demonstrated in the way children moved safely around the pre-school, inside and outside, with care.

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

Safeguarding is good because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. All staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Good systems are in place which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the recruitment and selection procedures follow robust guidelines. They ensure all appropriate checks are completed and staff are suitable to work with the children. There is a designated member of staff who takes lead responsibility for safeguarding children and staff have a very good understanding of their responsibility to inform Ofsted of allegations or changes. All of which helps to protect children's welfare.

Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. The management's support for the professional development of staff is positive and there is access to various external training courses and higher

qualifications. Planning, assessment and delivery of the educational programmes are monitored effectively and changes made to ensure that staff are using these efficiently and effectively. As a result, staff have a good understanding of the Early Years Foundation Stage to provide effective activities and learning experiences for the children so they make ongoing progress in all areas of their learning.

Staff have a positive approach to continuous improvement and are keen to develop the service they provide. They have used actions and recommendations from previous inspections to enhance the provision and to further promote opportunities for children and to further protect their welfare. For example, systems to support children's progress are now clearly in place and written risk assessments are in place for outings and trips. These are regularly reviewed and help protect children's welfare.

There is a strong emphasis on good communication between parents, other providers and agencies so that children enjoy care that is consistent. Daily diaries and discussions ensure parents are well informed about their children's care and development.

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	EY420139
Local authority	Stockton on Tees
Inspection number	920858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	90
Name of provider	Playhouse Day Nursery (Nothern) Ltd
Date of previous inspection	26/07/2011
Telephone number	01642767576

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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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