

Lets Play Nursery

25-27 Redstone Farm Road, Hall Green, BIRMINGHAM, WEST MIDLANDS, B28 9NU

Inspection date	17/12/2013
Previous inspection date	01/09/2011

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff support all children to explore the environment and develop their own ideas. This ensures children maintain their focus and enjoy their learning.
- All staff are particularly vigilant in supporting children's emotional well-being which ensures all children feel safe and secure and are happy in the nursery.
- Staff encourage children to use their home language in their play and learning, especially the older children in the pre-school room.
- Children are safeguarded well as staff are clear of their responsibilities and provide a secure environment where risks are appropriately managed. As a result, children are protected from harm.

It is not yet good because

- The educational programmes do not cover the aspect of speaking well enough for all children aged between two- and three-years-old to make good progress.
- Staff are not all consistently using the information obtained from assessment to monitor and support the speech of all children aged from two- and three-years-old.

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 all three playrooms, the outdoor play area and completed a joint observation with the manager.
- The inspector held meetings with the manager and deputy of the nursery.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, procedures for staff taking medication, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Dianne Adams

Full report

Information about the setting

Lets Play Nursery was registered in 1995 and is a privately owned business. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a residential area of Hall Green. The accommodation consists of two converted adjoining shops. All children share access to an enclosed outdoor play area.

The nursery employs 14 childcare staff and of these, 11 hold appropriate early years qualifications at level 3. In addition, the manager has a Foundation Degree in Early Childhood Studies. The nursery also employs a housekeeper. The nursery is open each weekday from 7.30am until 6pm for 51 weeks a year, with the exception of bank holidays. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme for communication and language, with specific regard to supporting children aged between two- and three-years-old, to use language in their play and every day routines as a means of widening contacts
- improve the effectiveness of assessment to ensure all children are supported to make good progress in all aspects of their learning, particularly young children's communication and language development.

Inspection judgements

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

Most staff have a good understanding of how to promote children's learning through play and provide children with exciting activities and experiences that cover the seven areas of learning. This ensures all children enjoy their time in the nursery and are occupied and engaged. However, the quality of teaching is variable and the aspect for speaking, in communication and language, is less well-planned by staff for some children aged between

two- and three-years-old. The progress this group of children make for speaking is further hindered by the use of a dummy throughout the day. This does not fully support young children to use language as a means of widening their contacts. Nevertheless, those children in this age group who do not need a dummy, confidently use speech to engage

with others, constantly ask questions of adults and enjoy copying new words while listening to a story. In addition, staff teaching older children in the pre-school room support them well to learn about a range of different languages and to use their home language in their play and learning. For example, this group of children thoroughly enjoy singing rhymes with adults in Spanish. They benefit from communicating with staff using their home languages which include Turkish, Urdu and Mirpuri. Staff engage with parents to learn words spoken at home, which are displayed well throughout the environment and some parents attend the nursery at lunchtime to support children with English as an additional language to speak in their home languages.

Staff observe all children during their play and use the information to reflect and monitor the progress children make in most aspects of their learning. This prepares most children well for their next stage in learning. However, staff teaching children aged two- and three-years-old, have not used the information obtained from assessment to monitor all children's progress for speaking. Parents discuss what their children know and can do at the beginning of the placement with their children's key person. Information is then shared throughout the placement during every day conversations and at planned parents evenings. The nursery has improved on how they engage parents to promote their children's learning at home. Parents comment on the interesting displays throughout the nursery, which show what children have enjoyed doing and the informative noticeboards which display the plans for each child's future learning. In addition, parents in the pre-school room benefit from taking home books from the nursery to share with their children. They are encouraged to record what books their children have enjoyed reading in order to share the information with their children's key person.

All children are confident to explore the environment and develop their own ideas during their play. For example, when children in the pre-school room suggest making a rocket, they are supported by staff to make a large rocket decorated with different materials and a three-dimensional rocket made out of a card board box. All staff are skilful in facilitating children's particular interests, which results in, children maintaining their focus and demonstrating great satisfaction in what they achieve. For example, when children in the toddler room show a preference for participating in pretend play, staff tune in well and support them to develop their imagination and physical skills as they dress and undress the dolls and press buttons on the mobile telephone. Children aged under two years show enjoyment for reading books with adults and develop skills for listening and attention as they concentrate on the story being read. They are supported by staff to copy words from the story and link sounds and letters, such as 'ssss' for snake. This develops skills for communication and language. Some children under two demonstrate their self-confidence as they express their wishes to sing nursery rhymes. They develop their physical skills as they move their bodies to the tunes and develop positive relationships as they confidently interact with others.

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

All children and their parents enjoy smooth transitions from home. They are warmly greeted by staff each morning and enter the nursery happily. This develops strong and secure relationships. Children are supported by staff to confidently say goodbye to their

parents and quickly engage in play, demonstrating they feel safe and secure. Those children feeling unsure benefit from close interactions with familiar staff, such as their key person, who tune in well to their needs. For example, some children choose to keep their coats on to give them confidence. They are given reassurance from caring staff who gently encourage them to talk about the football shirt they are wearing underneath their coat. Other children soothe themselves by carrying a doll around the nursery for comfort. This supports all children's emotional well-being. However, the routine in the toddler room for some children to suck on a dummy during the day does not encourage them to talk to adults and each other.

Children's transfer arrangements between playrooms is carefully managed by the nursery to ensure children are ready for the next stage in their learning. Key persons gradually settle children into their new room and ensure they closely monitor children's responses to their new environment. A transitional assessment of children's learning is shared to ensure all adults are familiar with the children's individual needs. This results in, children settling with ease and embracing this new experience with self-confidence. Secure care practices ensure the needs of babies are also sensitively met. For example, when babies wake from sleep they enjoy lots of cuddles from their key person and others benefit from close interactions with a familiar adult when listening to a story. This supports children to manage their feelings and behaviours well.

Children enjoy a healthy nutritious menu, which promotes their understanding of a healthy lifestyle. Their different dietary needs are catered for well by the nursery who provide alternative vegetarian options. Children are encouraged to develop their independence at mealtimes by serving themselves to foods and drinks and confidently choosing from different fruits at snack time. Staff further promote children's understanding of healthy eating by organising adult-led activities where children discuss the origins of foods and sow seeds such as cress. Some staff have attended healthy eating training and as a result, are introducing different strategies to encourage children and their parents to learn the importance of a healthy diet. For example, older children are awarded a certificate for drinking lots of water to keep them well-hydrated. Outdoor play is used effectively to ensure all children get fresh air and exercise each day and develop their physical skills. Children of all ages benefit from playing and interacting with each other and especially enjoy meeting up with their siblings. This supports strong relationships. Children are encouraged by staff to move resources around and some children choose to take model dinosaurs outside to play. Children show care and concern for the environment and are learning to keep themselves safe. For example, they discuss the dangers of spilling water and compost on the floor and are supported by staff to clear it up.

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

The managers understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff demonstrate a sound knowledge and understanding of child protection procedures and understand the action to take if concerned about the professional practice of a colleague. Safeguarding policies and procedures are written clearly and concisely and shared with staff and parents. Training in

areas, such as safeguarding, first aid and supervision, is accessed by all staff to strengthen their knowledge and understanding of current guidelines and regulations. The managers follows safe recruitment and vetting procedures to ensure the suitability of all staff working with children is checked, monitored and clear records are kept. This includes, obtaining information about employment history, health, qualifications and completing disclosure and barring checks. This ensures that all staff working with children are suitable to do so and competent to fulfil their roles. Managers also ensure staff suitability during an induction period, which is effectively used to monitor the competence and performance of each member of staff. Their skills are then continually extended through regular staff meetings, individual supervision sessions and annual appraisals. This enables staff to contribute effectively towards the organisation and running of the nursery and encourages a reflective approach to practice.

The managers have a realistic view of the nursery's strengths and areas that need to be developed. Targets for future improvement include the need to develop staffs' skills in observing, assessing and planning children's learning, using a less complex procedure, which has recently been implemented. Senior staff continually observe the practice of staff and the environment to identify areas that are not being effectively used to support children's learning. For example, the role play area has been moved in the pre-school room and is now thoroughly enjoyed by all children. Parents spoken to on the day of inspection positively comment on the recent improvements made to the nursery. These include, moving the toddler room onto the ground floor so they can easily access the outdoors and purchasing new furniture and play equipment. However, the monitoring of the educational programmes is not thorough enough to ensure all children are making good progress in every aspect of their learning.

The nursery promotes positive partnerships with parents, external agencies and other practitioners. The views of parents are obtained through discussions during every day conversations and at planned parents evenings. This information is used to drive forward clear improvements that meet the needs of children and their families. Managers and staff work closely with other nurseries in the area to exchange ideas and drive forward positive practice. For example, staff are encouraged to observe practice in other nurseries when moving the toddler room onto the ground level. Key persons also work closely with the schools where children will eventually move on to. Teachers are encouraged to visit children and observe them in the nursery environment. Useful information is exchanged regarding children's individual progress to help them make a smooth adjustment to their new environment.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	509372
Local authority	Birmingham
Inspection number	943620
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	65
Name of provider	Susan Lorraine Belfield
Date of previous inspection	01/09/2011
Telephone number	0121 777 0304

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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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