

# Fair Play Day Nursery

38 Fair Road, BRADFORD, West Yorkshire, BD6 1QL

## Inspection date

04/12/2013

Previous inspection date

23/07/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- Children are inadequately safeguarded as a result of insufficient risk assessments and first aid requirements not being met.
- Records of attendance are not accurately maintained to promote the efficient and safe management of the nursery and to confirm that space requirements are adhered to at all times.
- The provider does not hold a full and relevant qualification at level 3, in order to fulfil her role effectively as the nursery manager.
- The quality of teaching requires improvement because practitioners do not consistently consider the quality of the learning environment, in order to ensure good quality child-initiated play and do not consistently support children's creating and thinking critically through consistently good quality interaction.
- Inconsistent care routines means that children are not always effectively supported in developing social skills including learning about appropriate boundaries and expectations for behaviour, and in managing self-care tasks appropriate to their age and stage of development.

### It has the following strengths

- There is strong partnership working with parents, in order to meet children's individual needs.
- Children make early good food choices from a varied and nutritious diet.

## 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 four main nursery rooms, the out of school room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nursery provider and deputy manager.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Rachel Ayo

## **Full report**

### **Information about the setting**

Fair Play Day Nursery opened in 2012 and is owned and managed by a private company. It operates from a detached house in the Wibsey area of Bradford. It serves the children of the local and wider areas and is accessible to all children. The nursery opens five days a week from 7am to 6pm, excluding bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in four playrooms in the main house, set on the ground floor and first floor which is accessed by stairs. The two ground floor rooms accommodate babies and toddlers under two years and there are two pre-school rooms on the first floor for younger children and children over three years. The children who attend the out of school provision are cared for in a converted garage within the nursery grounds. Entrance to the out of school club is gained via a gate to the side of the nursery. All children share access to an enclosed outdoor play area.

There are currently 82 children on roll, 60 of whom are in the early years age range. The nursery provides funded early education for two- three- and four-year-old children.

There are 17 members of full and part-time childcare staff including the provider who is also the manager of the nursery. There are nine members of qualified staff; one of whom holds an appropriate early years qualification at level 4, seven of whom hold an appropriate early years qualification at level 3 and one of whom holds an appropriate early years qualification at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### **What the setting needs to do to improve further**

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

- ensure that robust risk assessments are undertaken to ensure that all hazards are identified and minimised to promote children's safety, with specific regards to; drawstring bags and carrier bags stored at low-level, the arrangements for sleeping children in the baby room and the system for securing the gate at the top of the stairs
- ensure that there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present and when accompanying children off the premises
- ensure that the manager holds at least a full and relevant level 3 qualification, in order to effectively fulfil their role
- review and improve staffing arrangements, in relation to how qualified and unqualified practitioners are deployed, in order to meet the needs of all children and promote the efficient and safe management of the nursery
- keep an accurate daily record of children's hours of attendance, to promote the efficient and safe management of the provision and confirm that space requirements are adhered to at all times
- improve the quality of teaching by; ensuring that the learning environment is consistently organised effectively to facilitate child-initiated activities and by reflecting on the different ways children learn in their practice, including by reviewing the quality of adult's interaction
- develop the educational programmes for children's personal, social and emotional development and physical development by; using more effective strategies to help children learn about boundaries and appropriate expectations for behaviour and encouraging positive behaviour and by supporting older, more able children's independence at mealtimes.

**Inspection judgements**

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

Practitioners undertake regular observations and assessments of the children, which informs children's individual next steps for learning and interests, reflected in weekly planning. This means that children take part in a suitable range of play opportunities

across the areas of learning which help them make progress, and are working within the typical range of development expected for their age. Children are happy and generally enjoy their time in the nursery and are occupied, developing appropriate skills that prepare them for their next stages in learning, including school. However, on occasions activities are mundane and lack a good level of challenge. This is with a particular reference to children in the downstairs toddler room. They enjoy adult-led activities, such as the shaving foam, in which they enjoy the physical and sensory experience of making patterns and exploring the texture. However, they are less engaged and interested during child-initiated play when such activities are tidied away because best use is not always made of resources. This does not fully enable them to have and develop their own ideas, make links between ideas and freely explore and investigate through open-ended and flexible play. Parents are well informed about, and encouraged to support children's learning at home, in order to ensure a consistent and shared approach. For example, development summaries are regularly shared, there are yearly parents' evenings and home resources are used, such as activity bags and the nursery bear accompanied by a diary reflecting his adventures. In addition, parents in the toddler room can celebrate their children's achievements through the 'Wow' board.

Practitioners enhance the environment suitably to make it welcoming for children and families through displays, photographs, signs and posters. Babies explore with confidence as they crawl around to investigate things, including a small range of natural open-ended media and materials, such as the bubble tank or torn up newspaper in the large floor tray. They readily reach out for, touch and hold objects, often exploring these with their mouth and passing them between hands. They listen intently to the tunes coming from a small musical toy, created when a small button is pressed, and move their whole body to the sounds. As babies have their hands painted to create part of the reindeer Christmas cards, they observe this with intrigue. Children in the younger pre-school room enjoy patting, poking and squashing dough, developing their small physical skills through learning how to use dough tools. They develop early mathematical awareness as they play in the sand and water, using different moulds and utensils. They show a fascination in the visitor's laptop, pointing to the lights on the laptop mouse and attempting to press the buttons. Older, more able children in the second pre-school room demonstrate their developing competence when using dough tools. For example, they use these to make shapes, expressing their imagination as they make a wiggly worm or a pizza.

Practitioners sit alongside children as they play, helping them to concentrate and have fun. However, the quality of teaching is variable which means that children are not consistently supported in making good progress. For example, although practitioners talk to children about what they are doing, some are less enthusiastic and do not always skilfully question children during activities, in order to really challenge and motivate them. Babies enjoy the enthusiastic interaction of practitioners who sit alongside them showing how musical instruments work, such as the drum. They copy such actions, practising their hand and eye coordination, and delight in the effect this has and the noise they make. As older, more able children readily cut their dough pizza practitioners ask how many pieces they have. Children correctly recognise they have four. Children's understanding of the world and nature is fostered as practitioners talk about where creatures live when children exclaim they have made a worm. Practitioners effectively support babies' early communication and language as they continually talk about what they are doing, helping

babies to link words and actions. They enthusiastically read story books with them, encouraging them to point to the animals, such as a monkey, and imitating the noise it makes. Toddlers are supported through rhymes and songs and practitioners engage their interest further by providing props from the song bag. Children in the younger pre-school room enthusiastically paint and delight in showing their creations to adults. Practitioners encourage them to ascribe meaning to their marks. There is a wide array of labelling in the pre-school room, in order to support older, more able children's early reading skills. This is supported through self-registration board and children readily find their name.

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

Practitioners are not vigilant enough in making sure the environment is always safe. Consequently, children's welfare is not ensured. In addition, insufficient consideration is given to the deployment of practitioners to ensure there is at least one practitioner with a current paediatric first aid certificate on or off the premises at all times. This compromises children's health, safety and well-being. Settling-in arrangements do, however, promote children's emotional well-being, especially babies and young children. For example, an initial settling-in visit is solely used for each new child's key person to sit down with parents and complete an 'All about me' booklet. This contains more personal and detailed information about children, including their daily routines and stage of development. This enables practitioners to provide individually tailored care for each child. The initial visit is then followed by gradual settling-in visits which enables children to build up a close bond and secure emotional attachment with a special person. This is evident through the warm and loving interactions observed during care routines, to which babies respond by smiling and babbling. Babies' routines are updated each month and available to any covering practitioners, who also have to read the 'All about me' documents. This ensures that very young children's individual care needs continue to be met. The updating of 'All about me' documents and close partnership working with parents forms part of the settling-in arrangements as children move rooms. Consequently, children can build secure attachments with their new key person and secure transitions continue through sharing information when children leave for school.

However, some care routines do not fully meet babies' individual needs. Older babies sleep on mats or large cushions set out amongst toys in an area not partitioned off. Consequently, this does not prevent them from being disturbed by mobile babies. Practitioners adequately support children in developing social skills, such as sharing and taking turns. For example, babies are offered duplicate toys when they show an interest in the same one and practitioners use positive reinforcements with the younger pre-school room, such as songs, to encourage them to put toys away. Practitioners help older, more able children in the pre-school room play and learn together and develop control over their actions. As a result, children behave appropriately for their age, develop friendships and engage in cooperative play. However, there are occasional lapses, for example, at lunch time when children become boisterous and practitioners are less confident to deal with this in the absence of senior practitioners. Practitioners do not remind children of, or make their expectations of behaviour clear or use positive reinforcements as an effective means to encourage good behaviour. In addition, effective strategies are not consistently used to encourage toddlers to eat their lunch. Practitioners adequately support children in learning

about keeping themselves safe, by enabling them to practise their developing physical skills and take managed risks under their supervision. Older, more able children learn about other aspects of safety through topics about road safety and stranger danger.

Practitioners support younger children's self-care skills appropriately, for example, by encouraging them to feed themselves. Children in the two pre-school rooms are encouraged to get themselves ready to play outside and practitioners talk to them about why they need to wrap up warm due to the cold weather. Older, more able children take turns to be the helper of the day. However, they are not always given age-appropriate cutlery at lunch time, in order to fully support their independence and self-care skills. Staff model and encourage adequate hygiene routines, in order to help children learn about aspects of a healthy lifestyles, such as washing their hands before eating. All age groups learn to make healthy choices about what they eat from an early age because meals and snacks are healthy, nutritious and well balanced. This is reinforced through children helping to prepare food, learning about food in its natural state, and harvesting their own apple tree. Children benefit from fresh air daily, which reinforces a healthy lifestyle. They enjoy running around in the suitably-equipped garden, learning how their bodies work and the effects of exercise. They engage in imaginative games, creating their own vehicle to go to the zoo or on holiday using equipment, such as tyres, crates and a steering wheel.

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

The provider does not have a sufficient enough understanding of the safeguarding and welfare requirements and, therefore, does not fulfil her responsibilities in meeting these. Consequently, there are breaches in legal requirements which have a significant impact on children's welfare and the safe and efficient management of the nursery. It also means there are breaches in the legal requirements of the compulsory and voluntary parts of the Childcare Register. Risk assessments are inadequate in identifying and minimising hazards and fully preventing accidents, in order to keep children safe. Practitioners fail to identify the potential danger of carrier bags or draw-string bags sited at low-level including one placed over small wooden fencing immediately next to a cot in the baby room. An accessible latch on the gate at the top of the stairs, which opens outwards making the stairs readily accessible, could easily be opened by children. Due to the recent changes to the sleeping arrangements in the baby room, older babies sleeping on the floor are not protected from mobile babies walking around sitting support equipment close to their faces. In addition, the potential consequences of not having a first-aid trained practitioner on or off the premises at all times, has not been sufficiently considered to promote children's welfare. Although some are more confident than others, practitioners are aware of indicators of abuse or neglect and of how to respond to concerns of a child protection nature, in order to safeguard children.

The inspection took place following concerns raised about the recruitment and vetting of practitioners including their induction and training, insufficient space in the separate out of school building, practitioner's deployment and their qualifications. All practitioners have been subject to suitability checks to confirm they are safe to work at the nursery, thus, protecting children. All are subject to an induction, in order to develop an understanding

of their roles and responsibilities and become familiar with the nursery policies and procedures. They are placed alongside qualified practitioners who act as their mentors. Although, the arrangements are not fully effective as there are weaknesses identified in certain aspects of the nursery practice. The overall minimum qualification requirements for day-to-day practitioners are met. However, although the manager has significant experience of early years through owning and managing previous settings, her level 3 qualification in Playwork is not a full and relevant early years qualification. The provider explains that where numbers in the out of school club are high the youngest children in the out of school club are accommodated with the older pre-school children in the main nursery. However, accurate records of attendance are not maintained to confirm this; this relates also to the inconsistent recording of nursery children's attendance. Staffing arrangements do not consistently meet the needs of all children. There are occasions when unqualified or new practitioners work together in the out of school provision or when collecting children from school. The provider explains that she covers in the out of school club, however, there is no evidence available for her to confirm this. The manager designates an appropriate named deputy to take charge of the management of the nursery in her absence.

The provider undertakes in-house self-evaluation with the practitioner team and participates in her local authority quality assurance scheme, including undertaking inclusion and environment audits. She has started to devise action plans as a result. The outdoor area is a key area identified to improve children's achievements over time alongside supporting practitioners in gaining early years qualifications. However, other key weaknesses have not been adequately identified in order to ensure that key legal requirements are adhered to. Arrangements for performance management are in place, though this is less formal in terms of cover staff. Practitioners have access to training, with the majority of unqualified practitioners being supported in gaining an early years qualification. This helps to enhance practice, although it is not always sufficiently focused on improving the direct quality of teaching. This results in inconsistent practice and varying levels of confidence amongst the practitioner team. A variety of information is exchanged with parents when children enrol and during their child's placement. This ensures that parents feel informed about and can contribute to their child's care and education. For example, they receive regular newsletters, notices are displayed and a daily record form details the care routines of the youngest children. Parents are encouraged to share their views through questionnaires and suggestion boxes, and these are used to help inform practice, such as the new menus. Parents express very complimentary comments about the nursery and care of their children. Where children attend other settings, the nursery is proactive in sharing information, including correspondence prior to children starting. Although, practitioners are less successful in gathering information from other settings, in order to fully support young children's development and progress and complement the experiences they receive there. The provider has a secure knowledge of linking closely with other professionals where children have additional needs where she is required to do so.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with**



The requirements for the voluntary part of the Childcare Register are

**actions)**

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY442360
<b>Local authority</b>	Bradford
<b>Inspection number</b>	941430
<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>	41
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Fair Play Day Nursery Ltd
<b>Date of previous inspection</b>	23/07/2012
<b>Telephone number</b>	01274672361

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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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