

Into Play Day Nursery

Paygrove Lane, Longlevens, GLOUCESTER, GL2 0AU

Inspection date

24/07/2013

Previous inspection date

03/04/2013

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

- Children develop a strong sense of belonging building positive relationships with staff and other children. As a result, children are settled, secure and motivated to explore and play.
- The nursery provides a secure environment, which enables children to feel safe. As a result, children explore and investigate confidently within the environment. In addition the nursery uses secure collection procedures to help keep children safe.
- Children receive healthy snacks and meals to help promote a healthy lifestyle.
- All staff work well as a team and fully understand their roles and responsibilities. Management effectively monitor systems and offer regular training to enhance staff in developing their professional practice.

It is not yet outstanding because

- Children have fewer opportunities to explore materials, tools and objects which they can use in a variety of purposes and ways.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play inside and outside and mealtime routines.
- The inspector had discussions with staff across the nursery and the management team.
- The inspector took account of the views of three parents and parent questionnaires.
- The inspector sampled documentation, including children's learning journals, staff information, risk assessments, attendance registers and parents' pack
- The inspector and curriculum lead conducted a joint observation on a group activity.

Inspector

Jenny Read/Tracy Bartholomew

Full Report

Information about the setting

Into Play Day Nursery re-registered in 2012 as one of two nurseries of Into Play Limited. It is situated in Longlevens on the outskirts of Gloucester. The nursery was established in 1991 and serves a wide catchment area. It operates from a single-storey building, which has been extended and renovated to provide purpose-built accommodation. Facilities include a baby unit and four playrooms for older children. Outside, children have access to three enclosed play areas, including two fitted with all-weather safety surfaces. There is off-road parking for staff and parents. The nursery opens each weekday from 7.30am to 6.00pm for 51 weeks of the year, except for bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 89 children on roll aged from six weeks to under five years on a full and part time basis. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 19 adults working with the children. Of these, 17 hold appropriate early years qualifications and one is gaining a further qualification. The curriculum lead holds Early Years Professional Status.

What the setting needs to do to improve further

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

- further extend the range of tools, materials and objects available for children to play with in different ways and for different purposes.

Inspection judgements

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

Children throughout the nursery are making good progress in their learning and development. The staffing team offer good quality interactions and plan a range of activities and play experiences for the children to support and promote each child's individual needs. Children benefit from a warm, loving environment, where the staff offer a vast amount of affection, praise and encouragement. Children show pleasure in the staff's company and readily seek or obtain cuddles. This shows that the children feel a high sense of security and well-being.

Children happily play with staff during adult-led and spontaneous activities. This enables the skilful staffing team to promote learning across the seven areas of learning very well. For example, when children are exploring dough for sensory play, staff members join in with them to discuss the patterns they are making. This promotes children's speech and

mathematical development. Staff encourage the children to experiment with shapes and sizes as they explore the cutters and rolling pin marks.

Children's language development is very well supported through consistent conversations and at singing and story times across the nursery rooms. Children benefit from small group activities in which staff ask open questions and allow children time to think and respond. Staff develop children's early literacy skills through activities, such as playing the rhyming game, where children use objects from the rhyming bag as a basis to think of word that will rhyme with this. For example, children who have a plastic duck then they call out that 'truck' rhymes with 'duck'. This effectively supports the children's pre-reading skill for literacy, while helping children to decode words and develop their awareness of letter sounds in readiness for school.

Children enjoy playing and listening to their friends. They play well together during role play and listen attentively to each other during circle time activities. Staff develop children's creatively well through everyday activities, such as when exploring with paints and chinks. Younger children clearly enjoy exploring media through treasure baskets and older children enjoy exploring dried pastas and sand. Children's creative work is displayed attractively throughout the setting, which shows their efforts are appreciated and valued.

The nursery has good systems in place to identify children's starting points. Staff talk to parents to gather information from them when their children first start at the nursery. This includes details of the child's family members, their pets, favourite toys and foods they like. This information, along with settling in visits and observations from staff at these visits, is used as a basis to promote learning for children when they start the nursery. Staff frequently undertake observations and assessments on children. These clearly show how children are progressing in line with their development and are used very well to enhance children's next steps in learning. Staff have an understanding of completing the progress check for two-year-old children. They gather information and make a report, which is shared with the child's parents. Parents are fully involved in their children's learning and share observations for their children with the staff, which are entered into the children learning records. Staff regularly send children's learning journals home each term to enable parents to view what their child has been doing and to see any progress made. This provides parents with regular opportunities to provide feedback about their child's learning and the activities they have joined in.

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

Staff support children very well within the nursery and operate an effective key person system. Routines are upheld daily to enhance relationships, such as the key worker greeting their key children and assisting in their personal needs; this promotes the children's feelings of security. Staff support children well as they attend settling-in sessions or move to new rooms within the nursery. Regular opportunities to mix with other children and staff in different age groups also aid transitions. Key persons or their key buddies work very well with parents. They encourage parents to share information about their children on arrival, which helps staff meet the children's individual needs a daily basis. Children show they are happy and feel secure as they respond to staff. This

demonstrates that the children have a strong genuine bond and close relationship with adults who know them well.

Behaviour management is well maintained throughout the nursery. Children behave well. This is because staff know their key children well and work with them to maintain a consistent approach in sharing and turn taking. Children benefit from a good amount of praise and encouragement. Children who are learning the skills of good behaviour are spoken to quietly. This enables them to gain a understanding of the nursery boundaries and supports them as they learn to manage their own behaviour.

All children throughout the nursery have access to their drink, preventing them from getting thirsty. Staff provide children with individual cups with their picture and name to help them identify their own drink. This helps to support their growing independence. Children eat a range of healthy snacks and meals supplied by the nursery chef. Children understand the importance of hand washing before eating and do this routinely. Staff follow appropriate hygiene routines when changing children's nappies to prevent cross infection. All children access to the outdoor areas throughout the day, with most room having free flow access to garden areas. Staff provide a variety of activities and resources and a large shaded area in the garden to protect children from the sun. This helps to promote children's learning in the outdoor environment, particularly for those children who prefer to learn outside.

Children's good health and well-being are supported through the effective hygiene practices in place. Children confidently manage their own personal needs and understand the importance of washing their hands. Children's independence skills is supported by a range of resources stored at children's height to encourage children to choose for themselves. In addition, opportunities for children are available for those more able children to pour their own drinks. There is a good range of resources to promote children's learning and development indoors and outside. Arrival and collection procedures are secure and help to keep children safe. The nursery uses an effective password system which staff adhere to at all times. For example, staff ask for the password, even if the person has collected the child previously. This is particularly useful if parents have not notified staff on arrival that someone else will be collecting their child. Staff ask the person to wait outside while they contact parents to seek confirmation and then make sure the password matches before releasing the child.

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

The daily experience of children in the nursery and the overall quality of provision is good. This inspection was brought forward following a number of concerns raised relating to various aspects of safeguarding children's welfare and the assessment of children's learning and development. Evidence gathered at inspection found that the provider is meeting the ratios of adults caring for children and attendance registers show this is consistent over time. Evidence also confirmed staff deal with children's accidents appropriately by first aid trained staff and records are completed and shared with relevant parents. In addition, the inspection found that parents provide information to staff to

enable them to get to know the children's individual needs and are invited to share their views through questionnaires. Parents also receive useful information about the setting through the parent pack and can access all policies and procedures on the secure nursery website and in the entrance area. This helps to ensure parents are fully aware of the nursery's role and responsibilities to care for their child and support their learning and development.

The leadership and management team have a good understanding of how to meet and maintain the safeguarding and welfare requirements. They have a detailed safeguarding policy and procedures in place. There are effective procedures to ensure that all staff understand their roles and responsibilities with regards to safeguarding children. For example, the staff attend regular child protection training and consult with the setting safeguarding officer. Children play in a secure, safe environment. This prevents intruders entering, as doors have coded locks on them and main door is operated by CCTV. This effectively promotes children's welfare. Risk assessments are in place and staff are seen undertaken visual assessments on garden areas prior to children entering these areas to protect them. Currently children are unable to freely access tools, including scissors. This has a slight affect on their creativity and their growing ability to handle and learn to use tools safely. However, scissors are available under close supervision. Children are well supervised within the nursery and ratio requirements are met. There are effective procedures in place for recording accidents and the administration of medication to maintain children's safety.

The nursery has an accurate understanding of its strengths and a development plan in place to enhance the provision. The management team involve the children, parents and staff in their reflections of the nursery which enables them to fully reflect on all prospective. The management have a good awareness of the safe recruitment system, which includes a suitable vetting procedure. Combined with a successful induction and appraisal programme, this ensures that staff are well supported and monitored to work with children. Arrangements to regularly supervise, coach and monitor staff performance and improve their personal effectiveness is good. Appraisals take place yearly and supervision meetings are undertaken every three months. This helps to promote staff's ongoing professional development.

Partnership with parents is good. Communication is given high priority to ensure parents are well-informed about their children's day and the progress they are making. Parents have access to parental noticeboards and have a vast amount of email contact, including a copy of the parent induction pack. Effective arrangements are in place for involving parents in children's learning. These include regular parents' meetings and daily verbal handovers.

The Childcare Register

The requirements for the compulsory 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	EY451947
Local authority	Gloucestershire
Inspection number	924208
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	95
Number of children on roll	89
Name of provider	Into Play Limited
Date of previous inspection	03/04/2013
Telephone number	01452 380662

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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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