

Playhouse Day Nursery (Northern)

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

Inspection date	18/12/2013
Previous inspection date	24/06/2013

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	2
The contribution of the early years provision to the well-being of children	2	2
The effectiveness of the leadership and management of the early years provision	2	2

The quality and standards of the early years provision

This provision is good

- Children make good progress in all aspects of their learning and development, supported well by staff who extend children's learning through well-planned activities and experiences.
- Observation and assessment systems are effectively monitored, resulting in consistent and accurate tracking that supports every child in making good progress, according to their varying levels of ability.
- Staff are good role models and treat children with kindness and respect. This ensures that children's behaviour is good throughout and they play happily with their peers.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.

It is not yet outstanding because

- The management team do not always ensure that the date and time of all visitors to the setting are consistently maintained.
- Opportunities for young children to enjoy visits outside the nursery environment are not fully embraced.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the provider, the manager, staff and children throughout the inspection.
- The inspector took account of parent's/carers views spoken to on the day.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Playhouse Day Nursery (Northern) 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 the grounds of St. Francis of Assisi Primary School 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 nine members of childcare staff. Of these, six hold appropriate early years qualification at level 3, two at level 4 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 103 children on roll, of whom 68 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports 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:

- improve further the systems to ensure that an accurate record of all visitors and the times they are present at the setting is consistently maintained
- enhance further the opportunities for young children to enjoy outings outside of the nursery environment to help widen their experiences within the community.

Inspection judgements

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

The quality of teaching and learning is good. This is because staff have a secure understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Consequently, all children, including those with special educational needs/and or disabilities, are making good progress in their learning and development. Children enjoy attending and eagerly engage in the variety of activities provided by staff. They become confident and independent learners, able to organise their own play and to concentrate very well at their chosen tasks. Staff collate information from parents on induction about their child's interests, care needs and routines, as well as what they can do at home. This information is used to plan purposeful play for the individual child. Staff regularly assess children's learning through observations of their play. These assessments are then used well to identify the next steps in each child's learning, and inform the planning of future activities. This helps to ensure they are meaningful to

children and reflect their stage of development. Parents have access to children's learning journals and are encouraged to share their observations of children's developing skills and abilities with staff. The nursery is completing the required progress check at age two for each child and parents are actively encouraged to contribute to this.

Children have a good balance of adult-led and child-initiated activities. For example, they take part in free play as well as planned group activities. They actively choose where they want to play and what they would like to do. As a result, children are happy and enjoy the time they spend in the nursery, quickly becoming involved in the activities available to them. Older children enjoy sharing stories and discussing books. They talk confidently and learn to listen carefully as staff encourage good listening skills, using humour to gain their attention. Staff teach children through their skilful use of questions and discussion to challenge children's thinking. They chat to children as they explore materials, such as shredded paper, encouraging them to think about its texture, colour and weight. Children soon start to talk about snow and how it feels to play in real snow. This helps children make links between different experiences while also allowing staff to assess children's levels of understanding and development. Children use the writing area well and sometimes discuss letter shapes and sounds or write their own name. They make marks for a variety of purposes, gaining a secure understanding that print carries meaning. For example, they know that their name has to go on their drawing so they can tell whose it is. Children count regularly as they play, such as when looking at toy animals or shapes in the environment. They use mathematical language in practical activities, such as when comparing different sized towers made from blocks exclaiming that 'this one is the highest'. These activities promote valuable skills children require in readiness for school.

Children thoroughly enjoy a music and movement activity. Through the well-planned provision and with support from the staff who join in, children learn to listen and participate in a fun-filled physical activity. They are able to anticipate when the music will stop as well as following instructions, such as 'lift hands high', 'shake your hands'. Children are very enthusiastic and confident to take part. Young toddlers are supported well and begin to show a natural interest and curiosity in the things they see, hear and touch. For example, staff provide a tray of glitter and offer spoons and other tools to enable them to make patterns. Children become fascinated as they watch when staff gather the glitter and let it pour slowly from above, creating a sparkly flow. This, combined with the other interesting activities, such as paint, frozen jelly and gloop, encourage children to explore and experiment, which in turn helps them to become active learners. Staff spend lots of time with the toddlers looking at books, naming things they can see and singing songs with them, which effectively support children's early communication. Children enjoy lots of opportunities for outdoor play, using a varied range of equipment to promote their physical development. Older children enjoy regular outings in the local area, including visits to the local shops and garden centre. However, these visits are not undertaken on a regular basis for the younger children. Consequently, opportunities to broaden their experiences outside of the nursery environment and raise their awareness of the local community are not maximised.

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

Children have developed warm, secure relationships with the adults who care for them. This is supported through the implementation of a key person system. All key persons work effectively in partnership with parents to ensure children receive the support they need when they first attend the nursery. For example, they gather valuable information from parents about their children's background, interests and abilities when they first start to attend and agree the duration of the settling-in period. This enables staff to quickly identify each child's starting points and begin to tailor learning experiences to the interests and abilities of individual children. This makes for a good transition from home to the nursery. When children are ready to move to new rooms parents are informed so that they know what to expect. Staff accompany the children to their new room and stay with them till they feel secure in their new environment. This helps to make the transition less stressful. Children's move to school is equally as effective as staff prepare them through their discussions about what to expect and promote self-help skills competently. Overall, the nursery is well resourced indoors with a wide range of equipment to challenge and interest children. The resources are easily accessible to enable children to make independent choices.

Staff create a warm, friendly atmosphere in which children feel safe and secure. This is evident as children confidently approach staff to initiate conversation and to seek support and reassurance. Children learn to behave in ways that are safe. This is enhanced through good opportunities to play and explore the outdoor environment. Children use resources with care and help to tidy away toys after use. Any conflict situations that arise are handled sensitively and calmly by staff. Children learn to share resources as staff support them, for example, when they need to wait for their turn to decorate their biscuits. All children experience physical exercise outside where they have space to expend their energy and enjoy fresh air. Quieter activities are included in the daily routine to help older children recharge their energy levels and to enable toddlers to have a nap after their lunch.

Children gain independence as they attend to their own personal care and hygiene needs. They competently pour their own drinks and master the use of tongs when selecting fruit for their snack. Staff teach children about healthy eating and help them understand why they need to wash their hands regularly. During snack and lunch time children chat happily with the staff and each other and learn good social skills. Young toddlers are supported very well as they learn to feed themselves and try new tastes and textures. Staff help children to recognise the changes in their body. For example, after playing outside in the cold they all come indoors and have a warm drink of milk to warm themselves up. Children learn about keeping safe as they regularly take part in fire evacuations so know what they have to do in an emergency. They understand how to keep safe indoors as staff reinforce safe practices, such as not running in the playroom.

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

The provider and manager have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. The provider and manager ensure safe recruitment of any new staff and students. For instance, all staff and regular visitors to the nursery are all suitably vetted through the Disclosure and Barring Service checks. This helps to keep children safe from harm or abuse. The induction of staff and students covers all pertinent areas. These include child protection issues, health and safety matters and meeting children's needs. As a result, the provider and manager are confident in the practice of the staff from the start of their employment or placement. All staff demonstrate a good understanding of the possible signs of abuse and neglect and understand the procedures to follow if they have any concerns about a child in their care. This includes the use of mobile phones and responding and taking appropriate action to any inappropriate behaviour displayed by other members of staff, or any other person working with the children. Policies and procedures are in place to promote children's safety and welfare effectively. However, a record of visitors to the setting is not always consistently maintained, which means they do not have an accurate account of adults on the premises. Having said that, there are stringent systems in place to supervise all visitors, therefore, children's safety is not compromised. Staff complete thorough risk assessments of the premises, outings and school runs. As a result, any potential risks are identified and children are kept safe.

The manager has a secure knowledge of the learning and development requirements for the Early Years Foundation Stage. As she spends most of her time working with the children, she is able to carry out regular observations of staff practice and is able to monitor the educational programmes to identify what needs to be further enhanced. This also enables her to address any specific areas of support identified in staff practice. Six monthly appraisals help to identify staff training needs. As a result, staff remain motivated to deliver good quality learning opportunities, which help children make best progress. The manager understands the importance of listening to staff's views and their constructive feedback with regard to her practice and management style. An example of this is where staff discussed her role in the planning of activities. She has been receptive and reflected on her approach, which she has changed, enabling staff to have more autonomy. This has had a positive impact both for staffs' own professional development as well as demonstrating how staff feel confident to challenge practice in a productive way.

Parents are warmly welcomed and the staff operate an open door policy. Staff provide opportunities for parents to become involved in their children's learning. This includes the sharing of children's learning journals and staff's encouragement to parents to note down any developmental progress they have noticed or their child's interests. Parents and carers comment positively about the staff team, their approachability and how they feel confident that their children are safe, cared for and developing well. The nursery has good links with local schools and other settings children attend to provide a shared approach to children's learning and development. The management team demonstrate a good understanding of the strengths of the setting and use self-evaluation effectively to identify areas of development in order to raise the quality of the provision. They have strengthened their setting's self-evaluation by involving and taking account of the views of children and parents as well as staff. For example, they have introduced pictorial questionnaires to enable them to capture young children's views and opinions. Recommendations from the

previous inspection have been addressed. For instance, staff have improved the use of signs and labels displayed around the room to enhance children literacy skills. This demonstrates the setting's ongoing ability for continuous 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	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	EY420139
Local authority	Stockton on Tees
Inspection number	948008
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	103
Name of provider	Playhouse Day Nursery (Northern) Ltd
Date of previous inspection	24/06/2013
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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