

Play Box

Maple House, Rear Of 12 14, High Street, Pensnett, KINGSWINFORD, West Midlands, DY6 8XD

Inspection date

02/06/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The staff have a good knowledge of how children learn and develop, and interact well with children in order to develop and extend their skills in all areas of learning.
- Children benefit from the effective key-person system, which helps them feel settled, safe and secure. As a result, they are forming warm attachments with staff who know them well.
- Children are effectively safeguarded. This is because all staff have had suitable checks completed and have a good understanding of their role and responsibility in keeping children safe from harm.
- Management and staff show drive and commitment to maintaining continuous improvement, and involve parents and children in the development of the setting.

It is not yet outstanding because

- Information is not routinely sought from parents about what they know about their child and their child's achievements at home, to allow them to provide regular input into their child's individual learning journal.
- There is scope to improve the organisation of the lunchtime session to ensure all children are able to make the most of this social time.

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 and the quality of teaching in a variety of different rooms within the nursery.
- The inspector held a meeting with the manager of the nursery and took part in a joint observation with him.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and a sample of the setting's policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Preston

Full report

Information about the setting

Play Box nursery is one of two nurseries owned by the provider. It was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in converted premises in the Kingswinford area of the West Midlands and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from eight rooms, including a physical development room, as the outdoor area is currently under construction. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. One member of staff holds a level 4 qualification and another holds a level 5. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for parents to more frequently contribute to their child's individual learning journal by regularly encouraging them to share information about what they know about their child and their child's achievements at home
- review the organisation of the lunchtime session in order to reduce noise levels so that all children fully enjoy the social experience of eating together.

Inspection judgements

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

Children are welcomed warmly into the nursery by enthusiastic and motivated staff. Children choose freely from a variety of planned activities and resources that are designed to meet the needs of individual children. Staff ask open-ended questions to support their curiosity and to encourage them to think about what happens next. Children are happy, secure and confident individuals who benefit from the skilled staff, who implement the Early Years Foundation Stage effectively in their practice. Therefore, children are developing well and make good progress towards the early learning goals. Staff have high expectations of the children and each child's progress is checked regularly. Staff take children's interests into account in order to develop their skills across all areas of learning. For example, pre-school children are currently interested in cars, so staff use this as the basis for extending children's learning to promote children's enjoyment within activities. There is a clear emphasis placed on the development of the prime areas of learning, with communication and language development being a priority within the nursery.

All staff contribute to assessment and planning for children in their key group, which is focused on individual development and need. This ensures children make good progress, and in some cases rapid progress, from their starting points. This is because staff know what children can already do and so are able to plan effectively for children's next steps in learning. Staff undertake a range of initial observations and parents contribute to this initial assessment. However, opportunities for parents to share their observations of children's achievements at home in a meaningful way are not routinely provided to facilitate their input into their child's learning journals. Assessment and the nursery's tracking systems, show how well each child is doing and is effective in highlighting any gaps in learning. This enables staff to secure early intervention if needed to ensure that no child is left behind in their development. Teaching is good, with activities planned, matched and adapted to meet the needs of individual children. Staff know the children well, and this good understanding is used systematically to build on the next steps of learning for each child. Staff consult with parents when carry out the progress check on children aged between two and three years, and this allows parents to share this information with their child's health visitor as part of the health and development review carried out on two-year-olds. Parents are kept well informed about their children's achievements through daily opportunities for discussions with their key person and through diary sheets completed for younger children. They have access to their children's learning journals, receive regular development reports and have opportunities to attend parents' evenings, which give them information about their children's progress and how the staff intend to promote their child's learning priorities. Staff also provide information for parents about activities children have enjoyed in order for them to help extend children's learning at home and encourage parents to support activities within the nursery by bringing in items from home.

Children clearly enjoy making choices and learning indoors. In addition, they have regular opportunities to visit the physical development playroom and participate in walks and visits to the local park to experience fresh air and exercise, whilst the outdoor play area is under construction. Staff interact with skill and great enthusiasm in children's play. They move around the setting to provide children with encouragement and praise and to step in to help extend learning experiences. As a result, children are interested and motivated learners who lead their own play with confidence. Staff provide close re-assurance and support to younger children, to help them settle when required. They encourage children to develop good independence and confidence in their abilities. As a result, children are learning to chop their fruit at snack time, tidy away resources, manage their own personal hygiene and enjoy carrying out tasks to help staff. This helps to promote children's confidence and skills for the future, in readiness for school. Staff provide exciting creative and imaginative resources for children to make up activities and act out real life experiences. For example, children shaped and created different cakes using dough, then found boxes to use as an oven and freezer, putting their cakes in the oven to cook, while being careful, as they identified and shared that an oven is hot. Children then extend this by taking their cakes carefully out of the oven and bringing them to a member of staff, telling them to be careful, as they were still hot. This shows children are making good connections in their learning and experiences. Staff support children's acquisition of language for communication by providing them with opportunities to listen to adults carefully, learn new words and join in with lots of discussions, both individually and in a

group. Children have regular opportunities to make marks and develop skills for letter formation. For example, children enjoy forming patterns, shapes and letters using their fingers in the sand. Children's awareness of their own and other cultures are enhanced through discussion, celebrating a range of festivals and participating in creative activities. Children's awareness of mathematical concepts is developing well through fun activities, and daily discussions. For example, children develop an understanding of mathematical language when cutting their apple in half and then into quarters. Staff provide children with good access to technological equipment. For example, toddlers enjoy electronic toys that repeat letter sounds when pressed, extending their understanding of letter sounds. This helps children to make good progress in these areas and prepares them very well for the next stages in their learning.

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

Children arrive happy and excited; they race off to find friends and staff to share news with and to play. The key-person system works very well, and the children have close relationships with staff which helps them settle and enjoy their time at nursery. Staff provide younger children with close reassurance and support throughout the day. This successful key-person system also provides good links with parents from the start. As a result, staff know children well, are able to comfort them, and meet their needs and routines consistently. Children are encouraged to be independent, for example, by making choices about the healthy snacks available and the resources they wish to access. They learn valuable self-help skills and begin to understand about healthy lifestyles. Children benefit from healthy meals and snacks, which they serve for themselves, and find their own water bottles when thirsty. Staff provide children with lots of physical play time throughout the sessions, as well as regular visits to the local park while their outdoor play area is not available. This helps to promote a healthy lifestyle and encourages children's physical development, allowing more active children to thrive in their preferred play environment.

The nursery provides an inviting and well-resourced environment that is set up to enable children to explore and investigate their surroundings. Low-level units and clearly labelled resources enable children to select activities and resources, promoting their independence and decision making skills from an early age. Staff encourage them to explore and develop skills through the provision of open-ended resources, which provide opportunities to develop in all areas of learning. For example, while playing with the car mat, pre-school children find a beach area and identify animals that they may find in the sea. A range of these animals are then added to reflect this and extend children's learning enjoyment of the activity. As a result, children are actively engaged in activities for prolonged periods. Staff work well with parents to develop children's emotional well-being and independence, and this provides a strong foundation to learning. They give children time and space to work things out, but join them in play to develop and extend children's ideas and subsequent learning. This helps the children to become active learners. Staff work with children and families to help provide them with the skills and confidence they need to move on to school settings. There are good links developing with local schools and teachers are encouraged to visit the setting in order to prepare children for transition to

their next stage of learning.

Children feel safe and secure because they are familiar with the environment and know how to conduct themselves in most situations. They develop an understanding of how to keep themselves safe. For example, they learn to use a variety of tools, such as scissors, safely and develop an understanding about road safety when they participate in outings within the local community. Staff manage children's behaviour well in most instances and children are supported with managing their feelings and sharing. Staff provide guidance so that children know what is acceptable behaviour and how their actions affect others. However, occasionally the environment becomes noisy and can be disruptive during the lunchtime session, and this causes some children become distracted and not able to make the most of this social time. There are good links developing with the local schools and teachers are encouraged to visit the setting in order to prepare children for transition to their next stage of learning.

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

Management and staff have a good knowledge and understanding of safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. In addition, staff implement daily checks and risk assessments to ensure children are kept safe and secure. This helps to ensure good standards of health and safety are maintained. The management team monitor staff performance effectively by regular supervision meetings and annual appraisals. This helps ensure that the suitability of staff is maintained. Staff are deployed effectively throughout the day and ratios are strictly adhered to. Effective procedures are also implemented to monitor children's safety while in the nursery. For example, daily safety checks and regular risk assessments are completed to monitor the environment and keep children safe.

The manager involves all staff in the planning and assessment process and monitors the setting regularly. There is an effective system for monitoring staff, so that good practice is shared. For example, the manager tracks each child's learning every term to ensure they are making good progress. This allows him to evaluate the impact of staff's practice on children's learning. As a result, staff work together as a highly effective team. The manager is very reflective of his practice, and of the systems for planning and the nursery's care routines. Staff plan activities for their key group based on the interests and developmental needs of their key children, and systems are continually developed so that all staff know the developmental stages for all children. Staff have opportunities to attend regular training, according to the needs of the children and the development needs of the individual staff member.

Staff establish successful partnerships with parents and provide them with clear information about all aspects of the nursery. Staff keep parents informed through face-to-

face communication each day, displays and diary sheets for younger children. Parents and children are encouraged to contribute their views about the setting through questionnaires and at the inspection. Parents state staff provide ongoing feedback about what children have done each day and comment that children are making 'good progress'. They state children have particularly benefited within the area of language and communication, and this has built confidence in preparation for school. The manager and staff are committed to improving the quality and standard of education and all aspects of care through continuous self-evaluation. There is a clear vision for the nursery and the manager is highly effective in his leadership of staff. He quickly identifies and actions areas for improvement to ensure consistent good practice among the team. As a result, there are effective systems for checking how well the nursery is doing and identifying what it could do better. These are then analysed and key priorities for development identified. For instance, the team are looking at extending children's understanding of a healthy lifestyle and healthy eating.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY473237
Local authority	Dudley
Inspection number	948367
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	25
Name of provider	Deborah Mason
Date of previous inspection	not applicable
Telephone number	01384835535

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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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