

Play-Days

Newport Cottage Care Centre, Upper Bar, NEWPORT, Shropshire, TF10 7EH

Inspection date	05/06/2014
Previous inspection date	04/07/2011

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

- The quality of teaching is consistently good because staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children make good progress.
- Management ensure the safeguarding of children is a clear priority, through effective procedures and recruitment of suitable staff, to provide a secure stimulating environment. This means that children feel safe and have confidence to independently explore their surroundings.
- Partnerships with parents and outside agencies are well promoted and well established. As a result, parents and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.
- Children are sociable, courteous and well behaved. They understand the importance of being kind and considerate to each other, sharing and taking turns during play. Praise and encouragement from staff ensures children feel secure and included. This promotes children's emotional well-being.

It is not yet outstanding because

- There is scope to extend the already good opportunities for children to further develop their independence and self-care skills. For example, during lunchtimes when serving their own food and drinks.

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 play and learning activities, and spoke to staff and children in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files, progress tracking information and spoke to the key persons.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the manager, and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Play-Days opened in 2008 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a wing of the Cottage Hospital Care Centre in the centre of Newport, Shropshire. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, all year round, except for bank holidays, from 7.30am to 6pm. Children attend for a variety of sessions and have access to an enclosed outdoor play area. There are currently 52 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational and/or disabilities. There are currently 12 staff working directly with children. Of these, three have an early years qualification at level 5, eight at level 3 and one is studying towards a qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further children's independence and self-care skills during mealtimes, so they are encouraged to pour their own drinks and serve themselves lunch.

Inspection judgements

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

The quality of teaching in the nursery is good. Children make good progress and are supported by enthusiastic staff who have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff use skilful teaching to support children's communication and language development. They constantly listen to what children have to say and respond accordingly, asking open-ended questions to encourage them to think. Children also benefit from daily letters and sounds activities and as a result, are confident communicators. For example, during circle time staff encourage children to identify days of the week and months of the year. Staff give children plenty of time to think about their answers, helping to promote children's thinking and foster their confidence. Children's mathematical development is well supported. For example, children are encouraged to think about what numbers follow each other to determine today's date. Children's learning is well supported as staff closely supervise children's interactions and know when to intervene to help them. For example, children enjoy using watering cans to water flowering plants and vegetables outside. Staff show them how to fill up their watering cans from a water butt when it is clear that children need extra support. As a result, children's learning and development are well promoted. Children are encouraged to develop their independence as they choose their own activities. Resources are well maintained and stored in clearly labelled boxes or areas, so that children can access them

with ease or tidy them away when they have finished playing. Children enjoy a good balance of child-initiated and adult-led activities. Consequently, they are active learners as they are presented with activities that offer breadth and interest across the seven areas of learning. Staff know children well, tailoring activities and the environment to support their individual interests. For example, children have been learning about growing vegetables and staff have skilfully linked this to the children's favourite nursery rhymes. As a result, children's learning and development is well supported as they are presented with challenging activities that are of particular interest to them.

Children are confident to talk to visitors and discuss with them their personal interests. Staff listen to children and praise their efforts, which help to encourage their motivation to keep on trying. Staff compile a personal file for each child, which contains observations and assessments. Children's next steps are identified from observations and are used in future planning, to ensure gaps in their learning and development are effectively targeted. Assessments are completed each term and clearly show how children are progressing in their learning and development. A wide variety of annotated digital photographs show children participating in a range of activities. Children with special educational needs and/or disabilities are supported well with appropriate intervention. Staff complete progress checks for children between the ages of two and three years and share them with parents to inform them about their child's progress. Consequently, children's records are regularly updated to ensure parents are kept well informed of their children's progress.

Partnerships with parents are well promoted. Staff skilfully use information provided by parents to help assess children's starting points and develop activities that children are already interested in. Parents are provided with information regarding the nursery's policies and procedures, and regular newsletters. They are kept informed of their child's progress through regular communication and attendance of parents' evenings, where they are able to view their child's individual files. Children in the baby room have a daily diary which is used to inform parents about all aspects of their care. Staff encourage parents to become involved in their children's learning and development at home. For example, staff have introduced a system of allowing children to take 'Rocky the Rock' home to document his adventures and provide a focal point of interest during circle time. Consequently, children make good progress in their learning and development, and are developing very relevant skills to prepare them for school.

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

Children are happy and content to be in this welcoming and stimulating nursery environment. This is evident from their friendly interactions with each other, their key persons and visitors. Staff support children's emotional well-being by explaining why visitors are present, so that children feel safe and secure. Children seek reassurance from staff and are rewarded with kind words and cuddles. Consequently, children's well-being is promoted well. Staff find out good information about the children from their carers and parents, who are very happy with the nursery and commend staff on their professionalism. Staff teach children to manage their own safety in the nursery. For example, they remind children to be careful when climbing and encourage them to tidy away toys, so the floor area is not cluttered. As a result, children's safety is promoted well.

There is an effective key-person system in place. Each child is assigned a key person and this is shown on a display to inform parents, so they know who to speak with if they have a concern. There is a good settling-in procedure, which ensures children form secure attachments with key persons. Staff remind children to use good manners and to be kind and considerate to each other and as a result, children understand what behaviour is expected of them. Children play very well together, sharing toys and the varied range of resources. Staff praise children's efforts and ensure they are given clear boundaries. Consequently, children are courteous and behave very well. The nursery maintains good links with the local schools and invite teachers to visit the nursery, so children become familiar with them. This helps to prepare children for the move to the next stage in their learning.

The food provided to children at snack time promotes children's health and meets any special dietary requirements of individual children. For example, they always have a variety of fresh fruit and are offered a choice of milk or water. Children learn about good hygiene procedures as staff explain why they should wash their hands before eating and after toileting. Children's independence skills are generally promoted well during snack times. Staff give older children responsibility for pouring drinks for their individual groups and to help younger children learn what is expected of them during snack time. Children are actively encouraged to select and peel their own fruit. However, staff do not exploit opportunities during lunchtime to further develop children's independence, as they are not encouraged to pour their own drinks or serve themselves. Consequently, children's independence and self-care skills are not consistently promoted during mealtimes. Children's routines are well organised, so that individual groups can access the outdoor environment independently. Children are able to move around freely and safely as they explore the outdoor environment. Children really enjoy being outside and staff strive to ensure they are offered stimulating activities. As a result, children benefit from fresh air and regular physical exercise. This helps to promote a children's physical well-being and their understanding about the benefits of being active.

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

Children are effectively protected from harm as staff have a secure knowledge of their roles and responsibilities with regard to safeguarding children. Staff request visitor identification and record this in the nursery's visitors' book. They remind visitors of their mobile phone and camera policy in nursery to ensure children's well-being. Suitability checks are carried out on all staff and there are effective recruitment procedures in place. Effective risk assessment procedures are in place to ensure that the environment is safe for children. Staff have completed safeguarding training and are confident about their role to protect children in their care.

Teaching is consistently good and ensures that children's learning and development is given high priority. Management monitor staff practice through observations and regular supervisions. Staff are well qualified; as a team they consistently plan for and monitor children's learning and the experiences they provide. Staff are keen to evaluate their

provision and strive to continually make improvements. They aspire to improve the nursery and have implemented all previous recommendations. For example, access to the outdoor area is now very secure and promotes children's safety. Staff attend courses to improve their knowledge and to support children with special educational needs. They use information they gain from training courses to develop their practice, for instance, by enhancing planning, so that children's interests are fully noted and used to plan future activities. As a result, children's learning and development is well supported in the nursery.

Partnerships with parents are well promoted. Staff liaise with parents on a daily basis to inform them of activities and observations noted. There is a good self-evaluation system in place. Staff seek the views of parents and children, using these to make changes. For example, children informed staff that they would like to make dens outside and as a result, staff have provided materials to facilitate this. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. Links with other agencies, such as the local authority, are established and accessed as required to support children's needs.

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	EY423186
Local authority	Telford & Wrekin
Inspection number	852390
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	52
Name of provider	Play-Days Corporation Limited
Date of previous inspection	04/07/2011
Telephone number	01952820012

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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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Piccadilly Gate
Store St
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