

Playcorner Nursery

60-62 Sale Street, DERBY, DE23 8GD

Inspection date

Previous inspection date

22/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Staff are friendly, approachable and are well deployed to support children's settling-in routines. Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- Staff have a secure understanding of the safeguarding procedures to be followed to protect children in their care.
- Staff have effective partnerships with parents and others, which makes a sufficient contribution to children's individual care, learning and development.

It is not yet good because

- Teaching is variable within the nursery. Some staff do not always teach children successfully when children are part taking in group times in the pre-school room. Therefore, children's progress is not fully maximised.
- Some of the staff team do not implement the behaviour management policy well enough. They do not teach children, about what they should and should not do, in a clear and consistent way.
- The monitoring of staff performance and the quality of teaching is not targeted effectively to raise the overall level of practice.

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 spoke to the children, staff and parents throughout the inspection and held discussions with the manager.
- The inspector conducted a joint observation with the manager.
- The inspector observed activities in the two playrooms, outside learning environment and the dining area.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and the provider's evaluation form.

Inspector

Janice Hughes

Full report

Information about the setting

Playcorner Nursery opened in 2006 and was re-registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Normanton area of Derby, and is privately owned. The nursery serves the local area. There is an enclosed area available for outdoor play. The nursery is open each weekday, from 8am until 6pm, all year round, except for the week between Christmas and New Year, Eid and bank holidays. There are currently 31 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language. There are five members of staff, of whom three hold appropriate early years qualifications at level 3, one member of staff is unqualified and another holds Early Years Professional Status. The nursery receives support from a member of staff from the local authority.

What the setting needs to do to improve further

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

- ensure teaching is consistent throughout the nursery, so that children's learning is extended and challenged, to help all children make good progress, paying particular interest to group times in the pre-school room
- ensure all staff understand how to implement the behaviour management policy, in regard to providing children with clear and consistent messages of how to behave appropriately, including giving explanations of why some behaviour is unacceptable.

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

- build on the existing monitoring of staff performance, in order to increase staff's knowledge and skills, and improve performance and the quality of teaching within the nursery.

Inspection judgements

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

Children show that they are happy and content as they move around this nursery. Overall, the staff team have a secure understanding of the learning and development requirements. They set out the learning environment effectively, so that children make choices about where and what they play with, from the toys that are arranged, both inside

and outside. These resources offer children experiences in all areas of learning. This system helps children become independent, both in their play and as learners, in readiness for their eventual move to school. Key persons obtain relevant information from parents, which include children's preferences and capabilities. They use the information suitably to assess children's starting points, and provide activities that are of interest to them. Most key persons know their children well and have an understanding of their next steps in learning. They observe children while they play and plan for children's individual needs appropriately. Assessment procedures are adequate, providing sufficient information for key persons, to identify any gaps in children's learning and successfully complete the progress check for children between the ages of two and three years. Overall, children make satisfactory progress in their learning and are acquiring the necessary skills for school. The manager and her staff team have a good understanding of, and place a high value on, the critical role parents have to play in their child's learning. Parents are welcomed warmly into the nursery and share information that contributes to children's learning journal records. They comment regularly that they are happy with the progress their children are making. Parents speak fondly about the nursery and the staff. They appreciate the daily report staff provide to outline a child's day at the nursery. Some parents talk about how they are involved in their children's learning and development, as they work on the same targets as the nursery for improving their child's progress, such as early writing skills. As a result, they are fully involved in their children's development. Children who speak English as an additional language are wholly included in activities and make satisfactory progress given their starting points. For example, staff use visual picture cards and use the child's home language to help them communicate easier.

Children are enthusiastic most of the time and show the characteristics of keen learners by engaging in the activities provided. In some instances the quality of teaching is good, although this is variable across the nursery. The practice of staff in the toddler room is purposeful and developmentally appropriate. Their good knowledge of the areas of learning, and clear understanding of how children learn through play, ensures the youngest children have rich, enjoyable and imaginative experiences. For example, children thoroughly enjoy making shaker bottles out of bottles and coloured small stones. They carefully pick up the stones, developing their fine handling skills, and giggle as the stone falls into the bottle. Staff extend this learning well by introducing creativity into the activity at group time. Here, children shake the bottles as they dance and move to music and sing popular nursery rhymes. The children are inspired by this, and continue to move and shake, thoroughly enjoying their group time. Their communication and language skills are fostered well here. Staff skilfully use what, where and why questions to encourage children to describe their creations. They introduce new words, such as 'sparkly' and 'shiny', to help children widen their vocabulary. However, in contrast, staff within the pre-school room do not always give enough consideration to the different ages and developmental abilities of the children they are teaching. For example, during a group-time session, children become restless because the activity is mundane, too long and not sufficiently challenging for children. This means that it does not hold their interest, or fully engage or motivate the children. Therefore, children's progress is not maximised and teaching in the pre-school room requires improvement, so that staff interact effectively to inspire and motivate the children to want to learn more.

Other aspects of teaching are sound. Staff engage children in conversations, asking

questions that help children to develop their language and communication skills. Children know that adults are interested in what they say because staff listen intently. Staff develop children's literacy skills well in preparation for school. For example, they teach children how to use and enjoy looking at books. Children run their fingers under words and turn pages with confidence. They demonstrate that they are developing an understanding that words have meaning because staff help them to do so. Staff encourage children to write their names on their artwork, and provide opportunities for children to write letters to their mommy and daddy. Children show they are developing their hand control well when they use a selection of play-dough tools. Here, they roll and cut the dough to make shapes and creatures, such as snakes. Staff promote children's mathematical skills adequately. Both pre-school children and toddlers have opportunities to count while they play, and use mathematical language, such as 'bigger', while they build towers. Staff plan activities and provide toys to help children learn about shape, space and measurements. For example, children use different sized blocks in the construction area to build. This helps them to compare the sizes and shapes of the blocks, and to problem solve. Children enjoy being outside and thrive in areas, such as the nature area. They water the flowers, telling the inspector how much 'bigger' they are, and they love hunting for the worms and mini-beasts as they explore underneath the logs and fir cones. Children learn to solve problems as they work out how to make the water wheel move, and thoroughly enjoy pouring and emptying the containers. Pre-school children use the computer well, learning to negotiate and control the computer mouse as they draw pictures using a variety of shapes and colours. Toddlers are fascinated as they use cause-and-effect toys, pressing buttons and watching animals popup. As a result, children are developing appropriate information, communication and technology skills. Creativity is taught well in the nursery for all ages. Younger children smear shaving foam with excitement, smelling their hands and making patterns on the tray. Older children mix colours together, and create pictures of mommy and daddy, expressing their ideas as they do so. Staff in both areas support these activities well and encourage children to freely explore and experiment with the media.

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

Children are building trusting relationships with the staff. The key person arrangement is effective because children have time to form strong bonds with particular members of staff. This means that children feel safe and secure because staff are attentive to them and quickly respond to their needs most of the time. This ensures children receive consistent and sensitive care from someone who knows them well, promoting their emotional well-being. Staff interact positively with children most of the time. Staff constantly talk to children and, consequently, children are fully at ease in the nursery. Moves into the nursery are well managed, with settling-in procedures tailored to children's individual needs. Staff discuss routines for toddlers, with their parents, prior to them starting at the nursery. As a result, continuity of care is maintained and this helps young children to have a sense of belonging. Within the nursery, a gradual move to their next room ensures that children have opportunities to form new relationships with staff and peers. Arrangements for children leaving the nursery are sound, as staff talk to children about what to expect when they start school.

The staff team implements clear procedures to keep children safe. Children play in a

secure environment. This means they are free to move around independently and make choices about what they play with. This approach develops children's confidence. Throughout the nursery, most children of all ages enjoy a harmonious environment where mainly positive behaviour is affirmed and praised. As a result, children's behaviour is generally good. However, during group times within the pre-school room, some children become fidgety and disrupt other children's learning. At these times, staff do not always deal with these situations well. They raise their voice at the children and do not effectively implement the nursery's good behaviour management policy. As a result, staff do not always give clear, consistent messages, when talking with children, or give explanations about why what they are doing is unacceptable. Consequently, children's understanding about behaving sensibly is not fully developed. Children learn to keep themselves safe as they develop their physical skills when climbing on the large play equipment. Staff also encourage children to challenge their abilities on the obstacle course, which includes negotiating steps and carefully walking on low level balancing bars, and staff offer children the help they need to do this. These arrangements allow children to benefit from fresh air while developing their large muscle skills appropriately. Staff give clear reminders during physical play to be mindful of others. As a result, children learn to be careful, as they run around, and to have regard for the safety of others. Children take part in regular fire evacuation practises which helps raise their understanding of what to do in an emergency.

Staff teach children the basics of how to live healthy lifestyles. They allow children to make choices about whether to play outside. Children understand that when it is hot they need to wear hats to protect them from the effects of the sun. Staff also allow children to make their own decisions about when to have their snack, which also supports their growing independence and means that children's play is not interrupted. A variety of balanced meals are served daily and staff ensure children's dietary needs are met. Drinking water is freely accessible to children, who can help themselves throughout the day. Staff offer water regularly to other children to ensure they drink sufficiently. Pre-school children are encouraged to develop their independence as they wash their hands before lunch. They also pour their own drinks, lay the table, serve themselves and tidy away the plates when they have finished lunch. These skills help children develop the self-help and self-reliance needed in preparation for their move on to school.

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

Robust recruitment and induction procedures ensure staff are suitable to work with children, and ongoing suitability is reviewed regularly. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks. Designated persons for child protection are clear about their responsibility to support children and staff at all times. All staff have completed child protection training, ensuring they are clear about the procedures to be followed to protect children. All staff hold an appropriate paediatric first-aid certificate. Risk assessments are completed ,to ensure hazards are identified and addressed appropriately, to ensure the premises are safe for children. This contributes positively to safeguarding children.

All staff have supervision meetings with a manager at regular intervals. However, a robust

system for constantly improving the quality of teaching is not fully in place. Therefore, staff do not always receive support to make improvements to their teaching practice in order to promote children's learning consistently and effectively, especially when delivering group time activities. Staff are appropriately qualified for their roles, and the impact of staff qualifications on the quality of the teaching and learning experiences for children is generally positive. Although most staff have a reasonable understanding of promoting children's learning appropriately, the quality of teaching is variable across the nursery. As a result, children make steady, rather than consistently good levels of progress from their starting points. The manager appropriately monitors and tracks the progress of groups of children. This means she has a clear overview of children's progress, in order to target areas for additional support when necessary.

The partnerships with parents is based on good communication. Parents receive a wide range of information, for example, policies, including those detailing safeguarding procedures, are displayed on the parents' boards. Parents are asked to contribute to their child's learning journey. As a result, staff gain an understanding of the cultural values of the families who use the nursery. This helps staff to help parents to continue to support their child's learning at home. Parents spoken to commented 'I am really happy with the nursery and the staff', and others state 'my child loves it here and is doing really well'. The manager is aware of the importance of sharing information with other early years providers, and aspires to improve the nursery by regularly reviewing and evaluating the service offered.

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	EY474393
Local authority	Derby, City of
Inspection number	952654
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	31
Name of provider	Rabina Khatoon
Date of previous inspection	not applicable
Telephone number	01332 613513

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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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