

Come & Play Day Nursery

Come & Play Day Nursery, Rushyleaze, Lydney, Gloucestershire, GL15 5QW

Inspection date

24/09/2014

Previous inspection date

27/03/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 enjoy their time at the setting and relish spending time in the inviting playrooms and garden areas containing a wide selection of toys and resources. Therefore, children develop a positive attitude towards their learning.
- Staff promote children's communication and language skills well as they speak freely to the children, introducing new words, providing a running commentary about what they are doing and ask them lots of questions.
- Children develop good physical skills through outside play where they are able to run, climb and explore the natural world.
- Staff develop strong partnerships with parents. Parents are very positive about the service provided and how their children are progressing.

It is not yet outstanding because

- Staff do not always display books and other printed materials invitingly throughout the setting to support older children's early reading skills and their interest in written words.
- Occasionally, staff do not extend children's awareness of a healthy lifestyle further during daily routines.

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 staff interactions with children in two playrooms and the garden.
- The inspector completed a joint observation with the manager.
- The inspector checked the evidence of suitability and qualifications of practitioners working with the children.
- The inspector sampled a range of documentation including children's learning and development records, risk assessments and policies and procedures.
- The inspector held discussions with the manager, staff, children and parents.

Inspector

Jan Harvey

Full report

Information about the setting

Come and Play Day Nursery registered in 2011 and is privately owned. The nursery operates from a converted single-storey premises in Lydney, Gloucestershire. The premises consist of three main playrooms, a kitchen, reception area and toilet facilities. There is an enclosed outdoor area with an all-weather covered area, grass and hard-standing surfaces for outdoor play. The nursery has several rabbits as pets. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday between 7am and 6pm, all-year round. There are currently 20 children on roll, of whom 14 are in the early years age range. The nursery offers supports to children with special educational needs and/or disabilities. There are six members of staff, including the two owner/managers who work directly with the children. Currently four staff hold relevant early years qualifications. The nursery receives funding for the provision of free early education to children aged two, three and four years.

What the setting needs to do to improve further

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

- improve the display, accessibility and variety of literacy available, to enthuse and engage all children's interest in books and written words, to promote their early reading skills
- maximise opportunities to extend children's understanding of healthy lifestyles, for example, during physical activities, and snack and meal times.

Inspection judgements

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

Staff have a good understanding of the way young children learn and plan a broad range of fun and stimulating activities, which support their learning in all areas. Children are motivated and enthusiastic learners and make good progress in their learning and development. Key staff share detailed information with parents about their child's needs and interests when they start at the nursery. They complete ongoing observations of children as they play, and use this information well to plan future play and learning experiences. Staff get to know the children's interests very well and actively support their individual styles of learning. For example, staff recognised that many children were more motivated to learn when playing outside. Therefore, they used their observations of children's achievements and interests to plan activities to support their next steps in learning in the outside play areas. Staff regularly share children's observational

assessments with parents, which contribute towards the completion of the required progress check for two-year-old children.

Children are learning the skills they require to support future learning. They are confident and show developing independence as they enjoy finding out what they can do. Babies explore and investigate their surroundings. They pull themselves up, move around the rooms and garden, and learn to dig in the soil. This promotes their physical development and staff are close-by to help keep them safe. Staff teach older children to learn to do things for themselves, such as sweeping up the sand so the babies and other children do not slip on it.

Staff promote children's communication and language skills very well due to the staff's positive interactions. They provide a running commentary about what the children are doing. Staff talk with the children to model language, such as introducing words, 'Underneath', 'Overhead', 'Covered' and 'Uncovered', when playing with a large parachute. This helps to build on children's vocabulary. Staff teach children mathematics through planned and spontaneous learning opportunities. They use numerous songs, rhymes and finger activities to encourage counting with younger children, and introduce addition and subtraction to the older children. This provides fun learning experiences and children eagerly join in with familiar words and actions.

Staff provide good access to tools to help encourage mark making and develop children's early writing skills both inside and in the outside environment. For example, staff provided paintbrushes and water to mark make on a wall and sticks in the mud kitchen for writing. Staff encourage children of all ages to write their names on their artwork and drawings to support their literacy skills. Books are available for children throughout the different learning environments but staff do not always display these invitingly, missing opportunities to develop literacy skills, particularly for older children. Children use their senses to explore and experiment with a wide range of media and materials, such as water, sand, paint, lentils and dried pasta. Overall, children become confident learners and begin to gain the necessary interest to develop their future skills.

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

Children are happy and are confident to separate from their parents when coming into the nursery, which demonstrates children feel safe and emotionally secure. The improved key-person system works well which means staff know children really well and are sensitive to factors that affect their feelings. This system helps children form close attachments to staff, which supports children's emotional well-being. A buddy system enables children and babies to always be supported by adults that are knowledgeable about them. Staff have reviewed the organisation of resources and activities and ensure their planning reflects their children's individual needs and interests. For example, staff and children created a beach area inside to complement an interest in summer holidays. This encourages children's imaginations and allows them to explore their experiences with their friends. A number of pet rabbits and fish are kept at the setting and staff involve the children in caring for these, which helps foster children's sense of compassion, kindness

and understanding the natural world.

Staff act as positive role models to children so that children learn good manners and learn to be considerate to others. Staff manage behaviour well. They take time to explain rules, with the reason for them, in clear ways so that children understand. Staff offer alternative strategies to children so they can continue their play. For example, when children took part in a lively obstacle race staff showed them how to climb safely as they ran around the course. This skilful teaching means children know what staff expected of them and helps children to keep themselves safe.

Staff are skilled at helping children to be fit and healthy. They have a daily, 'Wake and shake' session where children are able to move, dance and stretch before they sit for story time. Such teaching helps staff to include physical activity into children's daily lives to promote a positive attitude to leading healthy lives. All children and babies enjoyed the opportunity to exercise and staff know that by making this activity fun and practical, children learn best. Staff occasionally miss opportunities to maximise children's understanding of health and their bodies. For example, they did not extend children's learning further by explaining how exercise affects their heartbeats or talking about healthy treats.

Children are confident to try new things and to share their views and ideas with staff and each other. Staff encourage children to develop their independence by giving them lots of opportunities to do things for themselves and offering lots of praise. Children manage their own needs with help from staff only when required. For example, older children go to the toilet independently and children put their own tops on to go outside demonstrating their growing personal independence in readiness for school. Children form close friendships with each other. Staff support these friendships by talking to children about their friends and being kind to each other. Children continue to develop their social skills in the after-school club where they interact with children from other schools. Children were pleased to greet one another and quickly engaged in conversations and activities as they arrived at the club. Children are forming good relationships and learning to socialise acquiring the skills that will support them as they move on to the next stage in their learning.

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

Since the last inspection, management and staff have gained a good understanding of, and are meeting the requirements, of the Early Years Foundation Stage. Qualified staff are deployed in all rooms. Key persons keep records relating to children's learning and development including planning, observation and assessment. Staff update these regularly with parents to ensure they meet the children's needs and interests. This helps children to achieve and gain the skills they need when they move to school. Staff have a clear understanding of their responsibilities for safeguarding and ensuring children's welfare. The team have attended advanced safeguarding training to update their knowledge. Consequently, they have a secure understanding of child protection and are clear about

the procedures to take should they have a concern about a child in their care. Management ensure that all of the required documentation to safeguard and promote children's welfare is in place, such as children's personal details and their record of attendance.

The nursery's risk assessment policies have been reviewed and improved, and staff keep the premises safe and secure for children to use. Standards of hygiene are good. This helps children begin to understand that good hygiene promotes healthy lifestyles. All staff make good use of daily risk assessments to identify and minimise risks to the children indoors and outside. Management extend risk assessments to outings and when travelling in the car, and have a secure knowledge of the law regarding car seats. This means that children can play and learn in safety. The staff are clear about the requirement for the progress check for two-year-old children. All staff understand the importance of partnership working and the benefits this makes to children's learning. Parents express how happy they are with the care and support that their children receive. They say the steps that the setting takes to engage with parents shows that they are passionate about helping children to achieve. Parents state, 'That they know their children are progressing well within the nurturing environment' and, 'Appreciate the regular communication, such as daily discussions'.

The management and staff are successfully evaluating their service and have a clear action plan in place. They fully understand that self-evaluation is an ongoing process. The training they have completed since the last inspection shows their intention to drive improvement. For example, having completed training in a language-monitoring programme, staff have a secure understanding of children's language development and intend to improve outcomes for children further using specialist sign language. They are also in the process of completing further early years qualifications. This shows that all staff are committed to developing their practice so that children continue to benefit from continuous development and improved teaching skills.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY430835
Local authority	Gloucestershire
Inspection number	981239
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	32
Name of provider	Kimberley Howard & Francesca Gardiner Partnership
Date of previous inspection	27/03/2014
Telephone number	07543282532

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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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