

Play Box Nursery

Third Avenue, Pensnett Trading Estate, Kingswinford, West Midlands, DY6 7PP

Inspection date	19/09/2014
Previous inspection date	26/06/2009

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. Staff provide a broad range of stimulating and interesting activities for children and extend their learning well through effective questioning, modelling language, explaining and exploring ideas.
- Children and babies form strong bonds and secure emotional attachments with their key persons, which helps them gain a good sense of well-being and belonging.
- Staff have a good knowledge and understanding of how to safeguard children and constantly reflect on their practice. Consequently, children are kept safe and secure.
- Parents are warmly welcomed into the setting by all staff. They share good quality information about their child which is used well to support children's all-round development.

It is not yet outstanding because

- There are fewer opportunities for children who speak English as an additional language to use and view their home language at the setting.

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 in the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children throughout the inspection, as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Kulwant Singh

Full report

Information about the setting

Playbox Nursery opened in 1998 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a single storey building on an industrial estate in Kingswinford, Dudley. All children share a fully enclosed outdoor play area. The provision also offers out of school care for older children before and after school and during school holidays. The nursery is open each weekday from 7am to 6pm, all year round. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children, and supports children who speak English as an additional language. There are currently 95 children on roll, most of whom are in the early years age range. There are 20 members of staff who work directly with the children, 17 of whom hold relevant early years qualifications at level 3 or above. One staff member holds a level 5 qualification, one staff member is currently working towards level 5, and three staff members are currently working towards a level 3 qualification. The setting 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:

- extend opportunities for children who speak English as an additional language to use and view their home language in the setting, enhancing their sense of belonging and valuing their cultures and backgrounds further.

Inspection judgements

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

Children are well cared for by staff in this warm and welcoming setting. Children are consistently engaged in stimulating activities and opportunities, they enjoy exploring throughout the day. The quality of teaching is consistently good. Most of the staff at the setting have high expectations of the children. Due to ongoing professional development, staff have good knowledge of the Early Years Foundation Stage and how children learn. As a result, children make good progress in their learning and development, gaining the skills and attitudes that will support their preparation for the eventual move to full time school.

There are effective systems in place to assess individual children who are well supported in their learning. This includes the progress check for children between the ages of two- and-three years. Ongoing observations of children's learning and development are used effectively to plan exciting and stimulating activities, based on children's individual stages of development and interests. For example, when children have an interest in filling and emptying boxes, this is extended in their play. These procedures are well embedded and indicate how children are making good progress from their starting points. Staff plan for experiences and resources covering the seven areas of learning and development, both

indoors and in the outdoor play area. However, there is less emphasis on developing opportunities for those children who are learning English as an additional language, to see and hear familiar words in their home language and feel that this is valued. Staff encourage babies' curiosity and confidence as they begin to learn different words in a meaningful context. During play, babies begin to explore books and recognise pictures. Staff introduce new vocabulary through ongoing running commentaries and by engaging in meaningful conversation with the children. Staff follow children's leads by naming pictures of animals and making sounds to resemble them. Children's early writing skills are encouraged by staff through mark making. Interesting resources are used to make the sand attractive on the floor as, for example, children are able to use their whole bodies to make marks. Some children attempt to write their names while others enjoy making foot prints as they jump in the sand. Staff engage with children appropriately while they play and extend the activity by singing songs with them, introducing rhythm and rhyme into children's communication, language and literacy experiences.

Staff actively encourage parents to be involved in their child's learning. For example, children's development is discussed with key persons on entry to the setting. This enables staff to plan appropriate activities that fully support children's development from the start. Staff also encourage parents to contribute to their child's learning journals and the regular summaries staff record of their development. Parents feel free to approach staff when they feel concerned about their child's development, as a result, children's overall development is promoted.

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

Key-person systems are well embedded within the setting. As a result, children's growing confidence and sense of security is supported. This enables them to explore and participate in activities whilst engaging with their peers. Children form appropriately secure and warm relationships with staff, for example, they feel confident to sit on their laps for reassurance and cuddles. Parents are aware of the responsibilities of their child's key-person and feel that they are kept well-informed of their child's development. During activities, staff engage children in conversations about being polite and helpful. Praise and appropriate reinforcements are given. As a result, children consistently behave well and show kindness and respect to each other as well as the adults around them.

Children have regular access to the outdoor play area in all weathers. This promotes good health through exercise. For example, older children enjoy running in the rain while others explore and play with peers in the summer house. Staff promote children's healthy lifestyles through teaching them the importance of personal hygiene routines such as, washing hands before handling food. Older children independently go to wash their hands as staff tell them that it is meal time. Younger children use wet flannels to clean their hands. Staff help children to understand the importance of oral hygiene, and children are encouraged to brush their teeth after meals whilst at the setting. Children's health is fostered well. Staff talk to children about the value of eating healthy foods such as, fresh fruit and vegetables. Meaningful conversations are encouraged by staff at mealtimes. They enjoy a variety of fresh fruit at snack times along with a selection of nutritional meals. Children sit in small groups with staff and engage in conversation with their peers. Staff

enable children to take part in the preparation of healthy food for example, they help to collect cutlery from the kitchen area and cut fruit while being assisted. Children have regular drinks of water to keep them refreshed throughout the day. All staff are aware of children's individual dietary requirements. Information is obtained from parents and appropriate procedures are followed to ensure children only eat the food specified.

The setting's management team have good close links with local primary schools to which children transfer, and share development and assessment information as part of the transition process. Staff from local schools visit the setting to meet and get to know the children in order to ensure a smooth transition. Staff engage with school staff and also talk encouragingly to children preparing them well for the next step in their learning.

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

The management team have a very good understanding of their responsibility to ensure the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a comprehensive awareness of safeguarding issues among the staff in the nursery. As a result, policies and procedures are implemented consistently and all concerns are prioritised and dealt with effectively. For example, all staff know who to contact if the manager is unavailable. All staff have completed relevant safeguarding training and there are clear policies and guidelines to support them to understand the procedures to follow should they have a concern about a child's welfare. Staff have an effective understanding of the whistle blowing policy and are confident to take matters further, should they feel it necessary. The setting's leadership has good recruitment, vetting and induction procedures in place to check that all staff are suitable to work with children. Consequently, children's welfare and well-being is very well promoted. Children are protected further because staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe. All staff are trained in the administration of first aid, and any accidents that happen are recorded appropriately and reported to parents.

The managers and their staff team are committed to achieving high standards for the setting. This can be seen in the consistently good-quality provision made for the children who attend. All staff monitor progress thoroughly and share the responsibility to ensure the needs of all children are met consistently. Management carefully monitor staff performance, through supervisions and annual appraisals to identify training needs. As a result, good outcomes for children are promoted. Managers use action plans as a way of self-evaluation. This system is effective because areas for improvement have been identified and prioritised. For example, currently, the action plan focus is on the development of the outdoor area in order to improve opportunities for children to plant vegetables.

Staff engage with parents and their views are welcomed. Parents are encouraged to fill out questionnaires which are used to evaluate the setting. As a result, actions are taken and parents feel valued. During the inspection, parents shared positive views and spoke highly of the setting. The managers have strong links and partnerships with its sister

nursery, which is located in the local area, as well as local schools. This ensures that effective networking and sharing of good practice promote the smooth transition for children when they transfer to school.

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. 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	253817
Local authority	Dudley
Inspection number	866796
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	95
Name of provider	Deborah Mason
Date of previous inspection	26/06/2009
Telephone number	01384 835535

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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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