

Playbase Nursery

Playbase Ltd, Beezon Road, KENDAL, Cumbria, LA9 6EL

Inspection date

22/09/2014

Previous inspection date

24/10/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Children are happy in this welcoming setting. The play environments are appealing and stimulating and nurture them to play and learn. A broad range of resources ensure that children develop their knowledge and skills across all areas.
- Observations and assessments of children accurately capture their achievements as they play and record the progress that they are making in their learning. Their next steps are clearly identified and supported through a wide range of learning experiences that challenge and motivate children to learn.
- Children are fully safeguarded in this well-organised setting. The staff have a firm understanding of the procedures they need to take to protect children from harm and implement effective safety checks to ensure they are kept safe.
- Staff are well-qualified and work well together as a team. Suitable systems are in place to monitor the quality of teaching and support them in developing their knowledge and skills through further training opportunities.

It is not yet good because

- Children are not always settled for sleep in accordance with their individual care routines and parents wishes.
- As children move from one room to another, their individual needs are not always consistently supported in giving them plenty of time to gradually settle alongside their key person.

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 had a tour of the setting including the outdoor area.
- The inspector observed children in the baby room, toddler room and soft play area.
- The inspector held discussions with the director of the setting, the staff and the children throughout the inspection.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector looked at a range of documentation relating to the setting. These included the policies and procedures, staff suitability checks, the setting's self-evaluation form, risk assessment records, information for parents and children's observation and assessment records.
- The inspector conducted a joint observation with the deputy manager in the pre-school room.
- The inspector held meetings with the director of the setting, the deputy manager and the local authority advisor.

Inspector

Charlotte Bowe

Full report

Information about the setting

Playbase Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the centre of Kendal, Cumbria and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four playrooms, a soft play area and there is an enclosed area available for outdoor play. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and three hold an appropriate early years qualification at level 2. The pre-school leader has Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 72 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure the care needs of all children are considered, so that they are settled for sleep when they become tired, taking into consideration information provided on their individual care plans
- ensure that children are consistently supported by their key person over a gradual period of time, so that their individual needs are met as they move rooms within the setting.

Inspection judgements

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

Children make suitable progress in their learning, given their starting points. The staff seek detailed information from parents as they begin at the setting to determine their unique starting points. They further complement this information as they make their own initial observations once children are fully settled. Quick inspections, called mini moments, capture children's achievements as they play. Longer observations clearly record their successes over a longer period of time and identify the interests that they have. The staff clearly link children's learning to the Early Years Foundation Stage and highlight any future next steps. In addition, they use the information appropriately to plan a broad range of activities and make enhancements to the play areas in accordance with children's interests. Progress checks are carried out for all children every eight weeks. They accurately record the progress that they are making in the prime and specific areas of

learning and clearly identify their next steps. Children with special educational needs and/or disabilities are well-supported because the staff are proactive in identifying where there are gaps in their learning. They implement effective individual education plans to support children through using specific, measurable and achievable targets. Furthermore, they liaise with a range of professionals and parents to meet their individual needs. As a result, all children gain the appropriate skills needed for their next stages in learning and for their eventual move on to school.

The staff are well-qualified and have a sound understanding of how children learn. They plan a broad range of activities and experiences for children to engage in that challenge and motivate them to learn. Children develop their communication and language skills, as they eagerly search for hidden insects under the leaves in the play tray. The staff encourage them to predict what they might find and children get excited as they talk about the real woodlouse that is hiding under the leaves. They describe how they are making a home for the woodlouse, as they place a leaf over the top of it. In addition, children develop their awareness of textures because the staff encourage them to explain what the leaves feel like. Children respond appropriately as they talk about them feeling crunchy. The staff are suitably skilled in identifying when children require additional support and work together with a range of other professionals and parents to support them within their care. For example, children who speak English as an additional language are well-supported by the staff, who seek information from parents, such as key words and phrases to support them within the setting. An effective assessment tool ensures that the staff closely monitor the progress of all children in their communication and language development so that they make suitable progress. Children gain an awareness of their natural world, as they plant flowers and vegetables in the outdoor area. Babies begin to explore a range of textured materials as they play on the grass box and empty and fill the diggers and containers with stones from the construction area. A wide range of books in all areas ensures that children develop their early reading skills. Furthermore, children learn to recognise their name as they self-register when they arrive and hang up their coats and bags on their pegs. As a result, they develop their knowledge and skills across all areas.

The staff work in partnership with parents and appropriately involve them with their children's learning. Daily sheets are used within the baby room for parents who would like a written account of their day. Children's learning journey files are well-presented and contain a wide range of photographs, observations and assessments. Parents are welcomed to look at these at any point because they are accessible within each room. Planned themes are shared with parents and the staff encourage them to bring in photographs from home in support of this. For example, the nursery have recently acquired a pet hamster. The children all helped to name him and brought in pictures of their own pets from home to place on the home board. They confidently talk about these with the staff and their peers. The staff communicate with the parents each day and welcome them to share their children's achievements from home. Progress checks are shared with parents and they are encouraged to add their comments. Parents' meetings are arranged to discuss children's learning in more detail. The parents as partners display board in the parent's room shares information on how parents can support their children's learning at home in each area. As a result, a shared approach to children's learning is

established.

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

Children are happy in this welcoming setting. All children are assigned a key person as they begin at the setting and parents are informed of who this person is because they are displayed on the room doors for them to see. A suitable procedure ensures that parents are readily informed of any changes to key persons in times of holidays or absence, so that they know who to go to when sharing information about children's care needs. A robust induction procedure supports children to settle when they are ready. For example, children attend for short periods of time to begin with and gradually increase this as they become familiar with their new surroundings and with their key person. As a result, secure emotional attachments are formed with their key person and children feel assured as parents leave. Key persons know their children well because they seek detailed information from parents on the care plan information document as children begin at the setting. This ensures that they have a secure understanding of their individual needs and care routines. On the whole they follow this information and respond to their needs effectively during their time at the setting. However, on occasions there are some children who are not settled for sleep in accordance with parents' wishes and their care plan information. For example, some babies care plan information sheets state that they have a sleep mid-morning and mid-afternoon and the staff do not settle them for a sleep until after lunch. This results in children becoming overly tired and a little unsettled for short periods before lunchtime. Despite this, they do remain happy for the majority of the time and eat their lunch. Children are generally well-supported as they move from one room to another within the nursery. Key persons discuss their care and learning information with the new room staff and provide them with copies of their last progress check. Children attend for short periods of time to begin with, generally alongside their key person. However, this is inconsistent and there are times when some children are not given plenty of time to gradually settle into their new surroundings alongside their current key person. Therefore, their individual needs are not always met and they do not always feel fully secure as they begin their time in their new environment with a new key person.

Children learn the expectations of the setting from a very young age. This is because the staff are good role models. For example, when babies bang their cups on the table at snack time, the staff sensitively discourage them from doing this and explain the reasons why. They encourage them to sit nicely at the table and positively encourage the children to be well-mannered. Babies actively respond, as they say 'ta' when they are handed their snack. Children learn about their emotions and how to care for one another as they engage with Sasha and Bob. They eagerly involve these effective empathy dolls as part of their nursery family, readily involving them in their everyday activities and taking care of them as they dress them in outdoor clothing when going outside to play. Children are encouraged to be careful when running around the soft play areas and to respect one another's space as they play. They actively share their toys and engage in each other's play because the staff teach them how to do this. As a result, children display positive behaviour and learn about safety in the setting. Children are independent in their learning because the staff encourage them to do many things for themselves. For example, they

access the resources of their choosing because the learning environments are well-organised and accessible. Children actively pour their own milk for snack time and independently hang up their own coats and bags as they arrive at the setting. Older children are encouraged to put on their own coats before going out to play. Younger children are encouraged to independently select their own coat from the pile on the floor and the staff actively support them in putting this on. As a result, they are gaining the emotional and confidence skills needed for when they move on to school.

The play environments are appealing and stimulating and nurture children to play and learn. A broad range of resources ensures that they develop their knowledge and skills across all areas. Children have regular access to fresh air, as they access their well-resourced outdoor area. They develop their all-round physical skills as they play on wheeled toys, use a range of tools and equipment to plant flowers and pour water or roll balls down the water chutes. Children have further opportunities to exercise, as they access the soft play area within the nursery. They learn to manage risks for themselves as they climb the steps, manoeuvre around the large balls and whizz down the slide. Healthy eating is promoted well because children have healthy snacks and meals that are freshly prepared and nutritious. As a result, they adopt healthy lifestyles. Children learn to keep themselves safe through visits into the setting from the emergency services and as they take part in regular evacuation procedures.

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

Since the last inspection the provider has improved the service provided in relation to the learning and development requirements and safeguarding and welfare arrangements of the Early Years Foundation Stage. Actions regarding the deployment of staff, effectiveness of key person systems and staff training and professional development arrangements have been addressed. Managers and leaders have a suitable understanding of their roles and responsibilities in keeping children safe. All staff have attended safeguarding training. Therefore, they have a firm understanding of what would alert them to a concern about a child in their care. In addition, they clearly know the procedures that they would need to take to protect children from harm. Effective systems are in place to keep children safe in this well-organised setting. For example, the policies and procedures are well-written and are accurately reflected in practice by the whole staff team. Risk assessments are implemented for all areas and for outings and effectively minimise any potential hazards. Eating areas are thoroughly cleaned before and after use to ensure that they are hygienically clean and many staff have gained a level 2 in food safety. The majority of the staff have gained a paediatric first-aid qualification. Therefore, they have a thorough understanding of the procedures they need to take in an emergency situation and are confident to effectively treat any accidents that children have within the setting. The procedure for administering medication is accurately followed by the staff. Level 3 qualified staff administer prescribed medication to children, following consent from the parents. They actively record the details on their medication forms and report this information to parents as they collect their children from the nursery. Recruitment procedures are robust. Managers and leaders ensure that all suitable candidates are

interviewed to ensure that they are skilled and suitable for their role. References are sought from previous employers and suitability checks are swiftly carried out. This ensures that children are safe and secure with trusted adults. Children are kept safe from intruders because the external doors are kept locked. The staff check the identity of any visitors to the setting and ask the reasons why they are there. Furthermore, this information is recorded in a visitor's book so that the nursery have a clear record of all visits to their setting. In addition, as children play outdoors, the staff ensure that the gate to the play area is kept locked, so that children remain safe. This all means that children are fully safeguarded.

The quality of teaching is generally good. The whole staff team are well-qualified and have a suitable understanding of how to promote children's learning and development. Observations and assessments clearly track the progress that children are making towards the early learning goals and highlight the next steps in their learning. These are well-supported through a broad range of experiences that challenge and motivate them to learn and develop across all areas. The staff work well together and regularly get together at staff meetings to share their ideas and to discuss children's care and learning needs. Staff are well-supported by the managers and leaders. Their performance is effectively monitored through regular supervision meetings and appraisals. These are an opportunity for staff to discuss what they are doing well, what they need to improve and to identify any relevant training needed to support them within their role. Furthermore, the staff complete peer observations on each other and confidently discuss their strengths and areas for improvement. As a result, staff show commitment to improving their knowledge and skills. The staff work hard to make improvements to their setting. Since the last inspection they have worked closely with their local authority advisors to implement a set of detailed focussed improvements plans to raise the quality of their provision. As a result, the staff have successfully addressed the actions and recommendations from the last inspection and have a clear plan in place for their continued improvements for the future. They strive to raise the quality of their provision and make regular evaluations, seeking the views of parents and children. For example, children are regularly observed and their likes are recorded on their star observations. Furthermore, they are consulted with daily. In addition, the 'what children would like board' outside each room enables them to express their thoughts and ideas for future improvements. Parents contribute their thoughts through regular questionnaires, daily discussions and as they write their comments and suggestions on the wipe boards outside each room. The staff value their contributions and use this to make enhancements to their setting and to improve the quality of care and learning experiences that they offer.

Partnerships with parents are satisfactory. The staff use a range of suitable strategies to involve parents with the children's learning. Information on the Early Years Foundation Stage is shared with the parents through their detailed booklet and on the nursery website. This ensures that parents gain an understanding of the types of experiences that their children will be involved in during their time at the setting. Parents report that they are happy with the progress that their children are making and there are many interesting and enjoyable activities for them to take part in. However, they also report that children's transition from between room to room within the setting is often rushed and that they are not always given time to adjust to their new surroundings. Partnerships with others are strong. The setting seeks advice and support from their local authority and regularly

attends local cluster meetings to keep abreast of new developments within the early years sector. They are confident to liaise with a range of other professionals to support the children in their care.

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	EY330130
Local authority	Cumbria
Inspection number	963255
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	102
Number of children on roll	72
Name of provider	Playbase Limited
Date of previous inspection	24/10/2013
Telephone number	01539 737472 or 0773 333 2443

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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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