

# Playsteps Nursery

The Hub, Church Place, Swindon, Wiltshire, SN1 5EH

<b>Inspection date</b>	08/10/2014
Previous inspection date	02/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The management team and staff have been proactive since their last inspection and have addressed all the actions set. There is a strong drive for ongoing improvement and in enhancing the outcomes for all children attending.
- Children are happy, behave very well and have warm bonds with the staff who care for them.
- Staff have enhanced their understanding of the learning and development requirements since their last inspection. They now demonstrate effective teaching and interactions skills, which means children engage contently in their play and are learning through a broad range of challenging opportunities.
- Staff understand children's individual abilities well and planning is tailored to their individual needs. Children enjoy toys, resources and activities that promote learning in all seven areas, indoors and outdoors. Timely intervention is made to ensure all children reach their potential. As a result, all children are making good progress in relation to their ability on entry to the nursery.
- There are well-embedded partnerships with external agencies and professionals, and with parents who are positive about the care their children receive and the progress children make. Parents are encouraged to be involved in their child's learning.

### It is not yet outstanding because

- Staff do not always use play opportunities to reinforce older children's understanding of

mathematical language.

- Staff do not always help young children learn about colours during spontaneous play.

### 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 children in all play rooms and outdoors.  
The inspector joined the manager and deputy manager for joint observations and
- discussed with them how they monitor children's progress and staff planning for individual children.
- The inspector spoke to staff, children and parents.
- The inspector read and took in to account the nursery's self-evaluation form.
- The inspector sampled the nursery's documentation and children's development records.

### Inspector

Aileen Finan

## Full report

### Information about the setting

Playsteps Nursery opened in 2006. The nursery operates from six rooms in a converted former rectory in central Swindon in Wiltshire. There is access to two enclosed outdoor play areas with varying surfaces. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 137 children on roll aged from three months to under five years. The nursery opens each weekday from 8am to 6pm, all year round, with the exception of one week between Christmas and New Year. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery has 23 staff in total, of these, 18 hold appropriate early years qualifications. One person has an Early Years honours degree, three have an Early Years foundation degree, and two staff are working towards a National Vocational Qualification at level 3.

### What the setting needs to do to improve further

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

- promote how younger children recognise and identify colours in their everyday play.
  
- help older children to learn and use more mathematical language, particularly with reference to positional language, weight and length

### Inspection judgements

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

Staff demonstrate a good understanding of how to promote children's learning. They clearly know the children well and are now confident to make accurate assessments about what children do and their achievements. These observations inform future planning for children's individual next steps. Staff are approachable, friendly and enthusiastic. There is an emphasis in promoting children's independence and social skills, their physical development and children's understanding of language. Likewise children's emerging speech and listening skills are promoted well, and all staff are confident to enhance this during child-initiated and adult-led activities. Overall, therefore, children are developing well in line with typical expectations and in line with their starting points at entry to the nursery. They show readiness for the next stage of their learning.

Children enjoy their time at the nursery, because staff offer a broad variety of learning opportunities that securely cover all seven areas of learning and, which promote children's

learning and development. For example, younger children have fun outdoors. They talked about the animals in their role-play farm. A child acknowledged that pork comes from a pig, while another child understood that we get wool from sheep. Staff promote further learning well as they extend children's understanding that animals eat grass, by explaining that dried grass is called hay. This practice helps children to learn about their wider natural world and about the animals in our countryside and farms.

Babies and toddlers enjoy making spiders. Staff help these children to develop their own creativity effectively. Although they show them how they may make their pictures of a spider using straws and different texture paper, glue and spreaders, they offer the youngest children time to explore for themselves. The children are eager to take part and when a child called out 'spider' as he noticed a spider outside, the children crowded round to observe. A child handed a staff member a magnifying glass, showing her understanding of this resource. Together they sang 'incy wincy spider' in an effort to entice the spider out. This good practice helps children to be confident to play alongside one another, and supports their language and communication skills well.

Toddlers take part in a well-planned sensory play session. Staff interact effectively with the children as they help them explore the texture of the rice. They offer the children a variety of scoops, pots and containers so that children can transport the rice in different ways. The activity promotes children's physical skills as well as providing opportunities for language development. However, staff miss opportunities to promote children's recognition of the colours on offer between the different types of rice. Nevertheless, staff were proactive in providing children with demonstrations to extend their learning. Children were very engaged and eager to join in, and staff offered lots of praise. This promotes children's confidence and self-awareness to try new things.

Staff demonstrate a strong knowledge of the learning and development requirements and are confident in their teaching and interaction skills. Pre-school children eagerly explore everyday technology resources. Staff interact very well with the children. They use the well-planned adult-led activity to promote their effective teaching through demonstrating, showing, and explaining for example. Children help staff to fit batteries in to a CD-player and learn which button is the on/off switch. They looked at the differences between the controls of a movie maker, camera and remote control. Staff provided children with opportunities to recognise shapes. However, in this and with other activities during the day, there staff did not model how children use mathematical positioning language such as behind, under or next to. Staff helped children to recall what they did before with gentle reminders. Therefore, children are able to use the resources effectively. They took photographs of one another with the camera and printed these off later in the day as a visual reminder of the activity. The children spoke about home experiences and what resources they had at home. They remembered how to use the different controls and could confidently turn the controls to, for example, change the volume on the CD-player. This demonstrates they are able to operate simple technology.

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

The nursery is very well-resourced and offers a stimulating place for children to play in and learn. Since the last inspection there has been a drive to promote a more effective use of wooden and natural resources, rather than plastic. Children can access their toys and activities easily and they can make choices because storage is clearly labelled and accessible. Staff offer children regular opportunities for outdoor play and learning and, therefore, they benefit from regular opportunities for fresh air and physical exercise.

The key-person system is effective and consequently, means that children can form warm attachments and feel content, happy and emotionally secure while in nursery. Babies and toddlers receive lots of attention and cuddles. Key-person staff and their buddy conduct personal routines for the younger children, such as nappy changes. Staff complete these appropriately and this means children are content to cooperate. Staff make the most of learning opportunities during these more personal occasions by singing rhymes and talking to the children. Babies sleep according to their own routines and they wake refreshed and ready to resume their play. The babies enjoy their own outdoor garden area, which they use regularly throughout the day.

Toddlers and older children are learning about their own safety. For example they understand the importance of holding on to the low-level hand rail when going up or down the stairs. They line up when they move between the indoors and outdoors and stand patiently as the staff count them in. Children understand the routines of the day. They know where to put their boots or outdoor shoes and hang their coats up when coming back indoors. Children are developing a good understanding of self-care and understand the importance of washing their hands prior to eating. They do this with very minor distraction. Throughout the day children's behaviour is very good. This means that children understand the expectations of the staff who care for them.

Staff ensure they understand children's individual needs, including for example, children's dietary needs and/or allergies and adhere to these at all times. The nursery provides children with healthy, balanced and nutritional meals and snacks. Lunchtimes are sociable occasions. Babies are encouraged to feed themselves and older children's independence is promoted very well. Older children serve themselves and use appropriate cutlery. The children are confident to pour their own drinks, serve themselves with vegetables and pour gravy onto their meal from a jug. Children wait until all their friends are ready before they start to eat. This shows that children are aware to respect the feelings of others and are developing good social skills. Proactive staff are on hand to offer guidance about healthy eating and to extend learning opportunities. For example, as children cut their sausages they talk about a sausage being cut in two and how they now have two halves.

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

The management team of the nursery has taken highly effective action since their last inspection to address the weakness of their provision. There is a strong focus on driving forward improvement and staff morale is high. The leadership and management team is

confident to assess their strengths and there are now established systems for evaluation. These systems take into account the views and suggestions of staff, children and parents. All the actions set previously at inspection are met.

Nursery staff are supported by strong leadership. The systems for recruitment, induction, supervision and training of staff are robust. This means the safety and well-being of children are promoted well and that staff providing care are suitable to do so. Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction. They are aware of the procedures to take should they have any concerns about a child in their care. Furthermore, all staff hold a recognised paediatric first aid training certificate. Consequently, not only are staff confident to deal with any minor accidents that may occur, there are always staff available with this knowledge and understanding in times of medical emergency. This good practice promotes the well-being of children very well.

The nursery provides children and their families with a welcoming environment. Staff offer children stimulating and challenging activities. Resources are easily accessible and at child height. The manager, deputy and all room leaders have completed training to enhance their abilities for supporting children with special educational needs and all staff benefit from training to promote their awareness for children learning English as an additional language to their home languages. This inclusive practice means that all children are provided with equal opportunities in relation to their ongoing development at entry to the setting, in order for them to reach their full potential.

The nursery implements robust policies and procedures, which staff adhere to in their daily practice. Staff ensure that parents understand the procedures that support children's safety, health and well-being. Risk assessments for the environment are reviewed regularly and staff complete daily checks both indoors and outside so that children can play happily and safely. Staff are deployed well throughout the day. Procedures for documenting any complaints, safeguarding issues, accidents, medication and children's attendance are completed as required.

There are well-embedded partnerships with external professional agencies. These partnerships such as those with the educational psychologist, speech and language therapist, children's centres and the local authority make a strong contribution in promoting the outcomes for children. Partnerships with parents are well established too. Parents are invited to 'Stay and Play' sessions to help them understand the role of play in their child's learning. They receive monthly information emails about what children will be doing. Staff discuss children's progress through verbal daily feedback and summary records are sent home four times each year. Parents are encouraged to share home observations so that staff are more aware of children's emerging interests. Parents are very positive about the care their children receive. They understand about the key person system and who their child's key person is. Parents state that staff are friendly and that their children settle well, and are happy to attend. They add that they feel involved in their child's learning and that nursery staff make needed effective and prompt intervention, if needed, to enhance the quality of children's development. In questionnaire responses, parents have written that their children feel safe, that staff recognise their children's

individual needs and take a big part in how their children learn.

Highly reflective practice was made, following the last inspection, to determine how staff interact with children and promote children's learning through their teaching skills. All staff have benefitted from good quality training and managerial support in order to enable them to gain a better understanding of how to observe, assess and plan for children. Consequently, staff demonstrate a secure understanding of the learning and development requirements for the Early Years Foundation Stage. Staff place a high importance on monitoring children's assessments and the management team offer staff the support and guidance to broaden the range of experiences in place to promote children's learning further. Staff meet with parents prior to children's entry to the nursery to discuss children's interests, home backgrounds and development so far. There are effective systems in place for assessing children's readiness and abilities when they move from one age group room to another. As a result, staff know the children well. They focus on what children can do and make accurate assessments for children's next steps. At inspection, staff comment that they are confident in their roles and their professional development has enhanced greatly. Staff acknowledge that they feel rewarded and are now able to promote children's learning through these enhanced interaction skills and a better quality provision of care. Consequently, children are making good progress and show readiness for their next stage of learning.

### **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

<b>Unique reference number</b>	EY321164
<b>Local authority</b>	Swindon
<b>Inspection number</b>	977127
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Playsteps Ltd
<b>Date of previous inspection</b>	02/05/2014
<b>Telephone number</b>	01793 619 406

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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