

Let's Play (NW) Ltd

Our Lady of the Rosary RC Church, Davyhulme Road, Urmston, MANCHESTER, M41 7DS

Inspection date	16/10/2014
Previous inspection date	10/01/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy and settle well, this is because staff are kind and sensitive to children's needs.
- Staff provide a range of interesting and stimulating activities that are based on children's needs and interests. This complements what they do during the school day.
- Robust safeguarding policies and procedures are effectively implemented by staff, to ensure that children are kept safe.
- Partnerships with parents are well-established. Daily feedback is given to parents about activities to promote continuity of care and learning.

It is not yet outstanding because

- Children are not provided with opportunities to develop self-help skills and to be more independent at mealtimes.
- Children are not provided with a wide range of resources to enhance activities in the outdoor area.

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 play areas.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessments and policies and procedures
- The inspector took account of the views of parents spoken with on the day.

Inspector

Nicola Kirk

Full report

Information about the setting

Let's play at the Lady of the Rosary was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Lady of the Rosary Primary School in the Urmston area of Trafford and is one of four provisions managed by Let's Play North West Limited. The setting serves the local area and is accessible to all children. It operates from the school hall and there is an enclosed area available for outdoor play. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The settings opens each weekday from 7.50am to 8.55am and 3.15pm to 6pm, during school term time only. There are currently 40 children attending, three of whom who are in the early years age group. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities that allow children to develop skills that will help them to become more independent at mealtimes

- enhance the outdoor area by providing a wider selection of resources that the children could use outside.

Inspection judgements

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

Staff provide children with a good range of inside activities that effectively support their learning in all required areas. Their careful planning means children are happy because they are interested in what is on offer. Children select from these activities, which are set up and stored so they can easily see what is on offer. Staff encourage them to make free choices about what they would like to do, which encourages their independence as learners. Starting points are established from talks with parents and teachers, which then feeds into planning. Staff make good observations of what the children learn and set next steps. Planning is based around themes, which are linked to what the children are doing in their class, where possible. Staff plan to follow the children's interests and next steps in learning. This all ensures that planned activities at the setting complement what the children are doing during the school day.

Staff ensure they offer a good balance of adult-led and child-led activities to ensure they provide challenge to the children. Children enjoy playing in the large outdoor area and develop physical skills while they climb on the large equipment and play with footballs.

However, there is scope to develop the outdoor area to offer a better range of resources outside, to give children more choice when playing outside. Staff sit down and play games with children. They support them to take turns, count, solve problems and develop memory skills. Children with special educational needs are supported well as the setting works with the school and specialists to follow their individual plans.

Staff provide children with lots of opportunities to be creative and use their imagination. Children enjoy exploring a range of media and materials. They enjoy printing and stamping using paint and fruit. The staff values children's creations and they offer lots of praise. This promotes children's self-esteem and sense of being valued. Children are encouraged to put on their own coats when they go outside to play. This develops good self-care skills. Children enjoy reading a range of good quality books in the cosy book area. They have lots of opportunities to make marks and are encouraged to write their name. There is a range of dressing up clothes and toys which encourage children to engage in role-play. Consequently, children develop the skills that they need for their future development. Staff provide effective information for parents on how their children have been and the activities that they take part in.

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

Staff take time to build warm and trusting relationships with the children, which helps to promote children's emotional well-being. There is an effective key-person system in place to help support all children. The early years key-person regularly shares information with parents about their children to enhance continuity of care and learning. Parents and children share information with the setting, before they begin attending, which helps new children to settle and ensure that they are happy in the setting. Children are confident and have a secure sense of belonging within the setting. They behave very well due to the staff being excellent role models. Staff promote children's behaviour by giving them lots of positive praise and treating them with respect. Staff take the time to play with children, they model good manners and turn taking to support them to play well together. Older children are encouraged to help the younger children in the setting. Staff use reward schemes like stickers and 'star of the day' to promote good behaviour. Consequently, children are happy and settled and behave very well.

Children's independence skills are promoted in most areas. Resources are laid out, which enables children to make choices and help themselves. There is also a book of resources that are in the cupboard, so children are able to request these additional resources. Children are able to choose between playing inside and outside. Staff encourage children to help set the table at mealtimes, however, there is scope to extend the opportunities children have to be independent at this time and serve themselves. The setting promotes healthy living and provides children with a variety of healthy meals and snacks. Children also benefit from opportunities to exercise and enjoy the fresh air in the large outdoor play area. They access fresh water to drink throughout their time at the setting and are independent in regards to their personal hygiene care. Children also effectively learn about risks and personal safety. Staff support children to reflect on their own safety and the safety of others during their play. For example, staff remind children to tidy toys away, so

other children don't trip over them. Staff regularly practise evacuations to support children to learn how to stay safe.

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

Children are safeguarded well because staff have a robust understanding regarding their responsibility to protect children from harm. Clear and comprehensive safeguarding policies and procedures are understood and effectively implemented to protect children. Staff also work with other professionals and schools to ensure children's needs are met effectively through personal care plans, as required. Robust recruitment procedures work well in practice to ensure staff's suitability and all staff have Disclosure and Barring Services clearances. Risk assessments are undertaken daily and the environment is constantly checked, to ensure children's well-being at all times. Required records and documents are organised well to further underpin children's safety.

Monitoring and evaluation processes are strong and work well to enhance the quality of play, care and learning experiences for all children at the setting. The planning of the activities is monitored well by the manager to ensure children's individual needs and interests are met. Meaningful self-evaluation is ongoing as staff engage in daily discussions, reflect on practice and review the provision in the light of children's changing needs. The manager supports staff's professional development and skills through ongoing training, regular appraisals and informal feedback. Staff recognise the value of training and use it to improve the quality of care and learning experiences offered to individual children. The setting has worked hard to make improvements since the last inspection, and has ensured that safeguarding procedures are more thorough and robust, to protect children. They have also developed their planning and observations to follow children's interests and next steps more closely, which complements their learning at school effectively.

Well-established partnerships with parents and carers mean parents are kept informed about the setting. Parents receive very good information about the setting so that they are aware of everyone's responsibilities. For example, they access the policies and procedures and setting noticeboard. Parents state that they feel well-informed and that their children enjoy attending the setting. Close relationships are maintained with professionals who support children's welfare and development. This promotes a consistent approach to meeting each child's very specific individual needs. Staff develop strong partnerships with schools that children attend. They share information to support children's ongoing development so that children thrive.

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	EY432207
Local authority	Trafford
Inspection number	875984
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Let's Play (NW) Limited
Date of previous inspection	10/01/2012
Telephone number	01619765342

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

