

# Lets Play Nursery

25-27 Redstone Farm Road, Hall Green, BIRMINGHAM, WEST MIDLANDS, B28 9NU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 21/11/2014 |
| Previous inspection date | 17/12/2013 |

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

- The quality of teaching and learning is good and practitioners have a good knowledge and understanding of how children learn. Children play in a welcoming and nurturing environment and they are fully involved in their play and learning.
- Children are motivated, confident and enthusiastic learners. The successful key-person system enhances the relationship with children and their families well. This means that children develop secure and trusting relationships with their key person and other nursery practitioners, who know them well.
- The leadership and management team together with dedicated practitioners show a strong commitment to improve outcomes for all children. There are successful systems in place to evaluate all aspects of the provision to inform continuous improvement.
- Good priority is given to safeguarding children. The effective partnerships between parents and carers and other agencies ensure children's needs are met and their protection is assured. This is evident through effective practices and practitioner knowledge that effectively promote children's well-being and safety.

### It is not yet outstanding because

- Some aspects of teaching and learning resources are not fully extended to strengthen the role-play skills of children outdoors and to support older children's understanding of how equipment works.

## 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 all playrooms, in the outdoor area and children having their lunch time meal.
- The inspector held a meeting with the provider/manager and deputy manager and discussed their self-evaluation and improvement plans.
- The inspector conducted a joint observation of children's activities and interaction between practitioners and children, with the provider/manager of the nursery.
- The inspector sampled a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and looked at a range policies, procedures and risk assessment documents.

## Inspector

Jacqueline Nation

## Full report

### Information about the setting

Lets Play Nursery was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned business. The nursery is situated in a residential area of Hall Green. The accommodation consists of two converted adjoining shops. All children share access to an enclosed outdoor play area. The nursery employs 13 childcare staff, 11 of whom hold appropriate early years qualifications at level 3. In addition, the manager has a foundation degree in Early Childhood Studies. The nursery also employs a housekeeper. The nursery is open Monday to Friday from 7.30am until 6pm, all year round, with the exception of bank holidays. There are currently 60 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The nursery 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:

- build on the use of resources in the outdoor play space by enhancing the role-play equipment to help children foster their imagination and by introducing equipment that older children can play with that work in different ways and for different purposes, such as torches, egg whisks, magnifying glasses and tape recorders.

## Inspection judgements

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

The quality of teaching and learning is good and this has a positive impact on the progress children make in their learning and development. Practitioners are knowledgeable about the way children learn through play. They provide positive learning experiences for all children in their care. As a result, children learn a good range of skills in readiness for school. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example, they ask questions, such as 'Do you remember when?' and 'Who knows what this is?' Children's engagement in their play and learning is very positive. Practitioners make sure children's ideas and interests are included in future plans and this helps to motivate them to learn. All children are encouraged to try out new experiences and are guided skilfully by practitioners through role play, creative play and the use of topics. Practitioners work with parents to support children, who speak English as an additional language, to ensure they progress well given their starting points. Partnership working with other agencies is equally successful to provide advice and support for children with special educational needs and/or disabilities. This ensures prompt intervention for children, who may need additional support, therefore, supporting their progress well.

Planning, observation and assessment procedures work well and are seen as integral to supporting children's progress and attainment. Good use of observations and practitioners' secure knowledge of children's next steps in their learning ensure that every opportunity is made to support their good progress across all areas of learning. Practitioners also observe how children play and whether this involves play with other children. They then plan activities where children are encouraged to play cooperatively in a small group, such as when they use the construction bricks to build a house or sorting and working together to match bears and small play figures. The nursery keeps a record of children's progress in the form of a learning journey. These are shared with children and parents and provide an overview of children's enjoyment and achievement during their time at the nursery. Parents are invited to share their children's current interests and achievements at home. The effective tracking and monitoring systems ensure assessments of children's progress are accurate and precise. This means that any gaps in children's learning are quickly identified and planned for.

All children develop a love of books and singing. Older children like to listen to their favourite story as they hunt for a bear. The interactive story session gains children's attention and promotes their confidence in speaking and listening as they are very keen to join in the actions. Practitioners focus on specific words and children talk about the 'thick, oozy mud'. Babies and younger children like to sit in their cosy den and look at books about their favourite characters and sing nursery rhymes. Children's mathematical development is progressing well. Older children count the number of those in the group and have a go at writing the number on the white board. They take part in sand and water activities and think about objects that float or sink in the water tray. Children are encouraged to match socks and create a pattern using peg boards. Younger children like to sing number songs and play simple counting games. This helps children to understand about taking turns and together, they count the number of ladybirds they have taken out of the bag. Toddlers enjoy their time in the 'messy play' room, exploring a range of materials to help develop their senses and promote enjoyment. They are eager to visit the local shop to buy the ingredients to bake a cake and proudly announce on their return that they have 'eggs' and 'flour'. Children then become totally absorbed in mixing and stirring the ingredients together.

Children learn about the world around them and the needs of others. They take part in a range of activities linked to different festivals and celebrations, such as Diwali and Eid. They make chapattis and dress-up for the Eid party. This helps children to learn about their wider society. Good consideration has been given to the way rooms are organised to ensure all children can access resources and materials to express their creativity. They enjoy sticking activities, manipulate play dough and painting. Babies are given every opportunity to take part in painting using their hand, rollers and large paint brushes. They use their senses by exploring their 'messy bags'. Practitioners encourage children to use their hands to shake and squeeze their bags. Also, they talk to children about the bags being 'cold' and 'squishy'. Toddlers develop their imagination through role play and like playing with their dolls and a doctors' set. Practitioners interaction in all rooms is very good. They sit and play at the children's level, which helps their confidence and enhance their play experiences.

All children enjoy the time spent in the garden where they can pedal bicycles, play in water and throw their loops into hoops to help develop their hand and eye coordination skills. Babies have plenty of space in their room where they can move round freely and safely, exploring a range of natural materials and resources. They have their own 'messy play' room where they thoroughly enjoy exploring sand, water and foam. However, some aspects of learning resources to support role-play outdoors are not fully extended. For example, equipment, such as torches, egg whisks, magnifying glasses and tape recorders, are not always available, in order to support older children's understanding of how equipment works and be able to speculate on the reason why things happen or how things work.

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

Children are motivated, confident and enthusiastic learners. The successful key-person system enhances the relationship with children and their families well. This means that children develop secure and trusting relationships with their key person and other nursery practitioners, who know them well. Good arrangements are in place for children when they move to a new room in the nursery. Care is taken to ensure children settle and parents are fully involved in this process. This ensures that children's needs continue to be met well, which helps them to remain settled and happy at all times. Consequently, children's well-being is promoted successfully.

Children enjoy their time at this welcoming and nurturing nursery where they can learn, explore and develop safely. Practitioners provide a consistent routine, which helps children to develop confidence, feel secure and this helps to foster their social and emotional well-being. Practitioner deployment is effective and children are always well supervised. This ensures that children remain safe and secure. Practitioners give good consideration to the use of space and resources, the organisation of routines and the learning environment. Resources in all rooms are set out attractively to engage and stimulate children's interests, play and learning. In the baby room, there is a particularly impressive range of natural resources to help develop their senses. All children have time to play at their own pace, explore freely and make choices about their play and learning. This is carefully balanced with time for outdoor play and group work.

Children's health and well-being are effectively promoted. They thoroughly enjoy playing outside where they learn to develop positive attitudes to the importance of being in the fresh air and exercise as part of a healthy lifestyle. Children are confident and their behaviour is very good. They learn about keeping themselves safe and older children talk about their 'golden rules' everyday at their 'good morning time'. Children talk about keeping the classroom tidy and taking care of their toys. Children's specific health, dietary needs and allergies are documented in detail and understood by practitioners. They enjoy healthy snacks and water is available throughout the day. Children have a nutritious lunch time meal provided by an outside caterer, which they all enjoy. They develop good independence skills as they serve themselves food at lunch time and manage their own personal care well. Good hygiene practices are maintained throughout the nursery to help minimise the risk of cross-infection. This supports children's well-being very successfully.

Practitioners provide very positive role models and speak to the children respectfully. Children receive positive support and praise for their achievements. This helps to motivate children in their learning and boost their confidence. Children are developing kind and caring behaviours and they share well. Also, positive relationships and friendships between children are developing well. These skills help children when they move onto their next stage in learning.

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

Leadership and management of the nursery are good and teamwork in the nursery is strong. They are fully committed to improvement and continually strive to ensure that all children achieve well in their learning and development, in readiness for school. The management and practitioner team has a good understanding of their roles and responsibilities to meet the safeguarding and welfare, learning and development requirements of the Early Years Foundation Stage. They have a clear understanding of how to protect children in their care. They are vigilant, aware of the signs and symptoms of possible abuse and know the procedures to follow in the event of concern about a child in their care or an allegation is made about a member of staff. The setting has robust recruitment, vetting and induction procedures in place to ensure practitioners' suitability to work with children. Good attention is given to keeping children safe, practitioners are vigilant and they supervise them well. Practitioners are deployed effectively and communicate with each other effectively to ensure the needs of children are met at all times. Management systems run smoothly, with good systems in place for induction, supervision and appraisals to ensure a clear focus on the provision of good quality care and learning experiences.

Since the last inspection, the leadership and management team have effectively implemented many changes during a review of the provision. They work well in partnership with the local authority with regard to improving the quality of the provision and audit systems assess how well the outcomes for younger children are met. This includes a good emphasis on promoting younger children's communication and language skills. Practitioners have completed training to enhance their knowledge and confidence in the use of effective teaching strategies and this is working well. The management team has recruited and retained a practitioner team, who are enthusiastic, experienced and well qualified. They have an accurate view of the quality of teaching and learning and the educational programme. This means that the quality of the learning environment and planned activities are well matched to children's individual learning needs. This ensures that all children make good progress in their learning and development. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and well met to help them to make good progress.

Partnerships with parents are good. The management and practitioner team place great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. From the outset, practitioners learn as much as they can about the children in their care through their interactions with parents and during the

settling-in phase. Parents are provided with a wide range of information to ensure they are well informed about how the provision operates and they are kept up to date about their child's progress, achievements and daily experiences. With a continued focus on children's communication and language skills, the nursery is organising workshops to help support parents and make links to children's learning at home. This highlights their continuing commitment to enhance children's skills in the prime areas of learning. They develop partnerships with local nurseries and schools to ensure a smooth transfer as children move into the next phase of learning. Children enjoy attending this welcoming nursery where they develop positive relationships with practitioners and their peers. Overall, the management and practitioner team create an environment that is welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

### **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>     | 509372                   |
| <b>Local authority</b>             | Birmingham               |
| <b>Inspection number</b>           | 962722                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 37                       |
| <b>Number of children on roll</b>  | 60                       |
| <b>Name of provider</b>            | Susan Lorraine Belfield  |
| <b>Date of previous inspection</b> | 17/12/2013               |
| <b>Telephone number</b>            | 0121 777 0304            |

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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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