

# Play Days Pre-School Nursery

The Old Library, Cubbington Road, Leamington Spa, Warks, CV32 7AB

<b>Inspection date</b>	12/12/2014
Previous inspection date	28/01/2010

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

- Staff plan a wide range of exciting activities for children and have a good understanding of how they play and learn. As a result, children make good progress in their learning.
- Children have good attachments with staff. They settle quickly and are ready to learn because they feel safe and secure.
- Children are protected through clear safeguarding procedures, which are fully understood and implemented by staff. Therefore, children are well protected and safeguarded from harm.
- Staff have good partnerships with parents, other early years providers and professionals. Consequently, all children are well supported.

### It is not yet outstanding because

- There are fewer opportunities available for children to extend their play experiences in the outdoor area.
- Staff do not always maximise opportunities for children to develop their mathematical skills throughout the day.

## 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 of the provision 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 staff 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

Play Days Pre-School Nursery was registered in 1965 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Lillington area of Leamington Spa and is managed by a committee. The pre-school serves the local and surrounding areas. It operates Monday to Friday, during school term time, from 9.15am to 12.15pm. There is an enclosed area available for outdoor play. The pre-school employs two members of childcare staff who hold appropriate early years qualifications at level 3. There are currently 12 children attending who are in the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- enhance opportunities for children to extend their play experiences in the outdoor area, so that their physical development is encouraged through regular fresh air and exercise
- enhance children's mathematical skills by providing more activities that enable them to further develop their already good counting skills.

## Inspection judgements

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

The staff display a sound knowledge of the requirements of the Early Years Foundation Stage and know how to apply them effectively. Staff plan using children's next steps in learning appropriately, which results in children making consistently good progress in their learning and development. Although there is focused planning in place, the majority of activities come from the children's choices. Consequently, activities are purposeful and capture their interests. For example, children show an interest in making snowmen. Following on from this activity, staff allow children to watch a short film about a snowman. Children enjoy this and show strong levels of engagement. Staff then talk about snow and how this melts and turns to water. Staff ask lots of open-ended questions, which encourages children to think critically and solve problems. Staff observe and assess children's learning effectively. They identify children's starting points through conversations with children's parents on entry at the pre-school. This enables staff to gain a good understanding of children's capabilities to plan their next steps effectively. Parents complete an All about me form to highlight children's interests. Staff use this as a starting point for individualised planning. Observations are evaluated and used to identify gaps in

children's learning. This informs planning so that any gaps are swiftly closed and children make good progress in all areas of learning. Consequently, children develop the skills they need in readiness for school.

Staff encourage children to sing songs and engage in musical activities with actions. Children enjoy singing and dancing and, as a result, their language skills are encouraged as they move creatively. However, opportunities to further build on their mathematical skills are not maximised. For example, staff miss some opportunities to encourage counting through number songs. Children's expressive art skills are effectively encouraged. Some children choose to make decorations and explore different textures in the materials on offer. Staff model new language, such as the words shiny and sparkly. Subsequently, children begin to develop their vocabulary and learn early literacy skills as they make marks and create their own designs, as their creative skills are enriched. Children enjoy playing with mechanical toys, such as cars. They independently wind these up and watch them move across the room. Children thoroughly enjoy exploring role play and spend long periods of time using their imagination. They pretend to make pies using play dough and cutters. Staff encourage this by interacting and asking open-ended questions. As a result, children's creative skills are stimulated and they begin to think critically about what they are doing.

Parents speak highly of the staff. They have daily opportunities to meet with staff to discuss their children's achievements and progress, as well as discussing any issues and children's experiences at home. Staff use this information in their daily planning, which makes children feel valued and well-supported. Parent meetings are organised throughout the year to share information about children's progress more formally. This provides further support for children's learning. Parents comment on their children's learning journals and state that staff ensure these are professionally organised and maintained to high standards.

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

Staff support children to build good relationships, as there is an effective key-person system in place. Children arrive at the pre-school happy and generally separate well from their parents. Staff welcome children with enthusiasm and offer cuddles to support each child to feel emotionally secure. For example, children, on arrival, are sometimes tearful departing from their parents. Staff swiftly distract children through stimulating activities, such as making marks with crayons. As a result, children settle well and begin to engage well others. Staff manage children's behaviour well. They use positive strategies to deal with any minor issues sensitively. For example, when some children fail to follow instructions during activities, staff explain why it is important to listen. Children receive lots of praise and encouragement, which supports their self-confidence and self-esteem.

Children's health and well-being is fostered well. They are provided with healthy snacks, such as fresh fruit and a choice of water and milk. Children learn about healthy foods and sensible personal hygiene practices, such as washing and drying their hands before snacks and after toileting. This ensures that children remain healthy and the risk of cross-contamination is minimal. Their independence and self-help skills are encouraged by staff,

who give children opportunities to serve themselves and each other during snack time, for example, by pouring their own drinks. Children also learn how to keep themselves safe, as they are reminded of the rules of the setting and know that these are in place for their own well-being. Staff encourage children to exercise indoors through dancing and singing. However, opportunities for children to obtain fresh air and extend their physical skills in the outdoor environment are not always maximised.

Staff fully support children for their next stages of learning, such as the transfer on to school. Activities, such as discussions and story books about starting school, are offered. Staff also meet with the children's teachers from other settings, in order to discuss the children moving on and pass their learning records on to these new settings. Staff make arrangements to further support children through planned visits. For example, class teachers are invited to visit the children within the pre-school. As a result, children are emotionally well-prepared for their move to school.

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

The management demonstrate a good understanding of their roles and responsibilities in ensuring that the pre-school meets the requirements of the Early Years Foundation Stage. Staff ensure that children are well protected from harm at all times, through implementing the pre-school's effective and robust safeguarding procedures. Staff attend relevant safeguarding training in-line with the local authority's requirements and have sound knowledge of the importance of keeping children safe. Staff have a good understanding of how to report concerns and how to follow all aspects of the pre-school's safeguarding policy. Staff follow procedures, such as ensuring that personal mobile telephones are kept locked away from children and making sure parents and visitors also adhere to this procedure. Staff give priority to children's safety and well-being. They carry out daily health and safety checks for the premises to keep hazards to a minimum and ensure children are safe and secure within the environment. Staff to child ratios are consistently met and staff fully understand the need for children to be closely supervised at all times.

Partnerships with parents and external agencies are strong. Systems are in place to monitor children's progress through regular evaluations of learning journals and staff discussions of how to move children forward. For example, staff actively seek support from other professionals, such as speech and language therapists. Consequently, gaps in children's learning are identified and appropriate intervention is put in place so that they make consistent progress. The pre-school benefits from staff who are well-experienced and work well together as a team. They reflect on their strengths and areas for development and identify plans to improve the quality of the provision they offer. Parents are welcomed to share feedback verbally and through parent questionnaires. They are very supportive of the care and education children receive. Parents, spoken to at the time of inspection, express praise for the pre-school's commitment to continuous improvement and to consistently meeting the needs of their children. Parents receive regular newsletters and other information, through displays on the notice boards and through daily conversations with staff. Consequently, they are kept well informed and are able to provide a consistent approach to support their child's ongoing development.

### **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>	200716
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	875015
<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>	24
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Play Day's Pre-School, Playgroup Lillington Committee
<b>Date of previous inspection</b>	28/01/2010
<b>Telephone number</b>	07966181942

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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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Piccadilly Gate  
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