

Childsplay Day Nursery Annexe

Catherine Beckett Community Centre, Deepdale Road, Preston, Lancashire, PR1 5AR

Inspection date

13/01/2015

Previous inspection date

02/12/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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| 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

- Practitioners provide children with a broad range of activities to suit their individual interests. Therefore, children make good progress because learning is fun.
- Children are confident learners as a result of the vibrant and stimulating environment.
- Children are happy when attending the nursery as practitioners care for their individual needs well. Consequently, children are self-motivated and keen learners.
- The manager and practitioners have a strong knowledge of safeguarding and welfare. They follow effective policies and procedures and are aware of possible signs and symptoms of abuse and neglect. As a result, children are safe and protected.
- Parents speak highly of the nursery and a good exchange of information takes places between practitioners and parents relating to the progress their child is making. Consequently, children's learning and development is shared between home and the nursery.

It is not yet outstanding because

- Practitioners do not always provide children who speak English as an additional language with enough time to respond in problem solving situations. As a result, children's communication and language development is not always extended further.
- Opportunities are sometimes missed to develop children's imaginative skills by not always asking open-ended questions during story time. Consequently, children's critical thinking is not always maximised.

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 main play room and in the garden.
 - The inspector conducted a joint observation with the manager.
 - The inspector held meetings with the manager of the setting.
 - The inspector spoke with children and asked the practitioners questions about their practice at appropriate times throughout the inspection.
 - The inspector looked at children's assessment records, planning documentation and a range of other documentation, including the safeguarding procedures.
 - The inspector checked evidence of the suitability and the qualifications of the practitioners working with children and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection and from information recorded in children's individual assessments records.

Inspector

Amy Willoughby

Full report

Information about the setting

Childsplay Day Nursery was registered in 2003, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building in the Preston area of Lancashire and is run and managed by a committee. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold an appropriate early years qualification at level 2 and 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 39 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. The nursery is supported by 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:

- provide children who speak English as an additional language with further opportunities to develop their language and communication skills, specifically during problem solving activities, by giving them more time to respond before intervening with adult support
- introduce further ways to fuel children's imaginations and to extend the existing opportunities for them to think critically during story sessions by, for example, asking more open-ended questions.

Inspection judgements

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

Children are confident and keen learners. This is because the practitioners provide exciting learning opportunities for children to become actively engaged. Children enjoy taking part in the broad range of activities practitioners plan to suit their individual interests. For example, children who like playing with sand and water are provided with endless opportunities to develop and extend their learning further. Children learn to add water to dry sand to effectively build their sandcastle. As a result, children are focused to learn. Practitioners offer an effective balance of adult led and child initiated activities. Children confidently choose what they would like to play with from a choice of age appropriate resources. Practitioners plan activities to suit children's interests and current stage of development. For example, children who speak English as an additional language enjoy playing a sound lotto game, however, practitioners do not always provide enough time for

children to respond once they have heard the sound before intervening with adult support. As a result, children's communication and language development is not always extended and challenged further.

Children's literacy development is supported well. They enjoy freely designing pictures for family members and develop a sense of pride when it is displayed on the nursery wall. Children master skills to support their ability to hold various mark making tools. They begin strengthening their muscles through the use of play dough and confidently hold their paintbrush to paint. As a result, children's skills develop well in readiness for school. Children enjoy sharing stories with practitioners. They use this one-to-one time to focus on their individual needs and develop their reading skills. Practitioners provide opportunities for children to share stories in larger groups, however, opportunities are missed for children to participate throughout the story. Practitioners do not always use open-ended questions during story time to support children's imaginative skills. Consequently, children's critical thinking is not always maximised.

Practitioners have a secure knowledge of the children in their care. They know their individual interests extremely well. This is because they observe children's play closely and plan and assess their progress. Practitioner's knowledge is supported by information provided by parents when their child first starts at the nursery. This is recorded through children's 'All about me' records. Practitioners use this information along with their close observations to effectively plan children's next steps. Practitioners are competent at collating evidence of learning and development and use this when completing the progress check for children between the ages of two and three years. They are knowledgeable at recognising what support is required within certain areas of development. As a result, practitioners strongly emphasise children's next stage of learning.

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

The nursery is safe and welcoming for all children. It provides a variety of stimulating resources and activities for children to freely access. Children settle quickly into their session because practitioners support their emotional needs and know the children in their care well. As a result, children form close attachments and are confident to seek support when required. The nursery operates an effective key-person system. Practitioners support children's learning and emotional well-being through effective communication. They pass on key information to the relevant practitioners when an observation is made. Consequently, children's individual needs are the main focus throughout the nursery. Practitioners are good role models. Children demonstrate excellent manners and show care and empathy for their friends. As a result, children's emotional security is well supported.

Children play co-operatively and confidently in their friendship groups. They know what is expected of them and understand what is happening next. This is because practitioners have clear and consistent rules and boundaries in place. Children understand when they receive 10 stars they are rewarded with the shiny box. As a result, children's behaviour is excellent. Children are provided with opportunities to take risks in a controlled and well

managed way. Children independently climb the large climbing frame before sliding down the slide. They understand how to keep others safe, particularly in the garden. For example, children know not to go down the slide until it is clear. They quickly become confident and make independent, safe decisions in their play. Consequently, children's self-esteem and self-motivation is high. Practitioners strongly emphasise children's move to the next room and local schools. They are supported through regular visits with their key person. As a result, children are emotionally equipped and prepared for their move and next stage of learning.

Children are healthy and happy while attending the nursery. This is because practitioners provide nutritional and balanced meals and snacks. Children enjoy sitting with their friends at the table. They learn how to use a knife and fork and how to pour water out of a jug into their cup or their friend's cup. This demonstrates that children develop a good understanding of the importance of helping others. Practitioners encourage children to have a go with mastering new skills, to develop their independence further. Children persevere well, for example, they successfully peel their orange after the practitioner has modelled this. As a result, children's independence is highly supported and their self-care skills are effective. Practitioners teach children about healthy lifestyles. They are provided with endless opportunities to exert their energy and to develop physical skills. Children appreciate the spacious garden, in which they run and ride their bikes. Consequently, children thrive from healthy strong bodies.

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

The manager of the nursery has an extensive knowledge of safeguarding procedures. She is aware of possible signs and symptoms of child abuse and neglect. She understands her roles and responsibilities to act on any concerns immediately. The manager ensures all practitioners share the same knowledge and attend regular safeguarding training. As a result, children are safe and protected. All practitioners hold the relevant safeguarding and welfare checks. The manager effectively records all practitioner's details and has a robust system in place for monitoring this. Children are safe while attending the nursery. This is because practitioners are aware of potential hazards, and controls are in place to minimise risks to children. For example, practitioners complete daily safety checks throughout the nursery before the children arrive. The manager monitors her own and all other practitioners training through regular staff meetings. The manager and practitioners attend relevant training through the local authority, particularly paediatric first aid. As a result, the manager promotes children's welfare while keeping herself well-informed of good practice.

The manager works closely with practitioners and children throughout the nursery. She regularly observes and checks the quality of teaching, planning and assessment. Since the previous inspection, the manager has put in place robust systems for practitioners and herself to monitor children's progress from their starting points. Practitioners track and monitor children's achievements from information they receive from parents and through their own close observations. These are recorded rigorously and discussed weekly

throughout staff meetings. As a result, children are making good progress in all seven areas of learning. The manager uses self-evaluation to support developments for the nursery. She raises precise targets to drive improvement and prioritises these well. For example, she has plans to develop the outdoor area and to improve community involvement with emergency services, such as the Police.

Partnership with parents is strong. The manager and practitioners have built up positive working relationships with parents and carers. This is because they use effective communication methods daily and involve parents in their children's learning. Parents have access to their child's assessment files. They are informed of their child's progress and are offered opportunities to comment on what they would like their child to learn. As a result, parents are happy with the service and children's learning is continued at home. Parents speak highly of the nursery and describe it as brilliant. Since the previous inspection, the manager has made significant improvements with developing the partnerships with the local schools. She liaises closely and visits the reception teachers to pass on relevant information about children's progress. The manager ensures this is in place ready for children's move to school. Consequently, children's learning and development is continued and their move to school is successful.

The Childcare Register

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| 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

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| Unique reference number | EY271739 |
| Local authority | Lancashire |
| Inspection number | 872747 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 39 |
| Name of provider | Preston Childsplay Committee |
| Date of previous inspection | 02/12/2011 |
| Telephone number | 01772 252 563 |

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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
Store St
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M1 2WD

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