

Playbase Nursery

Playbase Ltd, Beezon Road, KENDAL, Cumbria, LA9 6EL



Inspection date

27 April 2015

Previous inspection date

22 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children enjoy their time at the nursery because staff plan activities around their individual needs and interests and recognise the uniqueness of each child. As a result, children make good progress in relation to their starting points and are prepared for the next stage in their learning, including school.
- The key-person system is effectively implemented to enhance the close relationships established with children and their parents. As a result, children develop a strong sense of safety and security, which impacts on their confidence, behaviour and emotional well-being.
- Positive relationships with parents, carers and the other settings children attend are well established. The arrangements for sharing information, tracking children's progress, and to ensure consistency in their care and learning ensure that children reach the next steps in their learning.
- Staff implement robust policies and procedures to safeguard children. This means that children's health, safety and welfare are effectively promoted.
- Leadership and management are good. The management and staff are highly motivated to further develop the nursery, including their own professional development, in order to improve the outcomes for children's learning and well-being.

It is not yet outstanding because:

- Staff do not always make the best use of the baby room to create a more stimulating and interesting environment to help extend children's play, learning and development.
- Older children become restless at snack time because insufficient resources are provided that enable them to do things for themselves, to support their independence and learning.

What the setting needs to do to improve further

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

- enhance and further develop the baby room to extend children's sense of well-being and all aspects of their development by creating a more stimulating and interesting environment for them to independently explore, investigate, and use their imagination and creativity
- extend children's access to more resources at snack time, to enable them to be more independent in their self-help skills.

Inspection activities

- The inspector completed a tour of the premises and observed children playing in the pre-school room, toddler room, baby room, soft play room, and outdoor play area.
- The inspector held discussions with the owner, manager, the staff and the children throughout the inspection.
- The inspector conducted a joint observation of activities observed in each room.
- The inspector took account of the views of parents who were spoken to on the day of the inspection and through the settings own review systems.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children benefit from the good teaching methods used by qualified, motivated and enthusiastic staff. They encourage children to be active learners who play and explore, and begin to think for themselves. In most rooms children gain skills in independence, and make choices and decisions in what they do. However, there are times when this is not as effectively promoted. For example, children become restless in the pre-school room due to the time they spend waiting to serve themselves. Staff know the children and they are aware of their interests and the next steps in their learning. As a result, children are provided with an outdoor play area that inspires them to play and learn. The baby rooms are spacious; however, one is not as stimulating or interesting as the other. Staff are in the process of reviewing these rooms and implementing new ideas after attending recent training events. Staff engage in conversations with the children and skilfully extend their communication and language through good questioning techniques. Relationships with parents and other early years settings are good. As a result, children are supported by continuity in their learning.

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

Children develop a close bond and secure relationship with their individual key person. Their care needs are recorded and staff follow parents' wishes, for example, about sleeping times. As a result, children's emotional well-being is successfully promoted. Settling-in procedures meet the individual needs of the children. These visits are useful in helping staff to find out about the children and for children to become familiar with the nursery routines. As a result of this children settle quickly into the nursery and during their move from room to room. Staff promote positive behaviour and consistently praise children's efforts and achievements. This boosts their confidence and self-esteem. Children learn about healthy lifestyles. They enjoy playing in the soft play room and the equipment outside. Children eat a range of healthy snacks and freshly prepared cooked meals. Staff help children understand how to keep themselves safe. For example, they line up together to come back inside and staff count them in, and they know what to do in an emergency.

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

The management and staff have a good understanding of the welfare and safeguarding requirements. Robust recruitment and safety procedures are in place to ensure that all staff are suitable to look after children. Regular supervision ensures staffs' continuing suitability and identifies staff training needs to promote their professional development. The management and staff work together with input from parents, to review and evaluate the service they provide, and the tracking and monitoring systems are effective in identifying any gaps in children's progress so intervention is obtained. The management and staff have established good relationships with the local schools. They also work closely with other professionals and outside agencies, to support children who have special educational needs and/or disabilities and English as an additional language.

Setting details

Unique reference number	EY330130
Local authority	Cumbria
Inspection number	992612
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	102
Number of children on roll	75
Name of provider	Playbase Limited
Date of previous inspection	22 September 2014
Telephone number	01539 737472 or 0773 333 2443

Playbase Nursery was registered in 2006. The nursery is open each weekday, from 7am to 6pm, for 51 weeks a year. They receive funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. In total, 17 staff work at the setting who all hold a relevant qualification, including the pre-school manager who holds Qualified Teacher Status.

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