

Inspection date	6 November 2015
Previous inspection date	27 October 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always identify where children are working below typical levels of development for their age.
- Observation, assessment and planning are not completed for all children who attend more than one setting.
- Staff complete assessments of the progress children make. However, they do not routinely record their observations of children to support the assessments they have made in all areas of learning.
- Managers do not monitor the quality of staff's assessment of children's development often enough to take action when recording is inaccurate.
- The systems for checking the suitability of new staff are not completed quickly enough to ensure they are suitable to work with children.

It has the following strengths

- Children behave well and staff use positive methods to support and manage behaviour.
- The quality of teaching helps children to progress well. Staff use information from parents as a starting point for their planning and observation of children's achievements. Children are generally self-confident and enjoy learning.
- Interaction and encouragement from staff are good and there are positive relationships between adults and children throughout the setting.
- There are effective systems in place to support children's transition to new settings.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ ensure that assessments are based on secure evidence relating to the area of learning being assessed and that they accurately reflect children's development	18/12/2015
■ ensure that observation, assessment and planning are completed for any child who attends more than one setting and that parents are kept fully informed of their child's development	18/12/2015
■ ensure effective systems are in place to monitor the accuracy of staff's assessment of children's development	20/11/2015
■ ensure that the systems for checking the suitability of staff are rigorous and robust. This is with regard to obtaining references and enhanced criminal records checks and barred list checks in a timely manner.	13/11/2015

Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspectors looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of staff working in the nursery.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors carried out joint observations with the nursery manager.
- The inspectors spoke with the registered provider/manager, staff, parents and children at appropriate times throughout the day.

Inspectors

Diane Stone / Mark Evans

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding arrangements are effective. Staff have a satisfactory understanding of how to safeguard children in their care. A good range of policies and procedures support staff practice. Staff are deployed effectively across the setting to ensure that teaching opportunities are delivered to meet the needs of groups and individual children. Arrangements are in place to support staff's development, for example, staff access a variety of training, staff meetings and have peer reviews. The manager's observations of teaching focus on improving practice. The manager works with two local settings to provide opportunities to discuss and develop practice. Procedures when recruiting new staff are not robust. Gaps in recording when references are completed and delays in obtaining criminal records checks mean that staff may be in post for a considerable period of time before their suitability to work with children is confirmed.

Quality of teaching, learning and assessment requires improvement

Staff encourage and interact very well with children. Staff ask questions and give children time to respond, supporting them to develop their thinking and communication skills. To support children who speak English as an additional language some staff use pictures and gestures to reinforce the words being used, encouraging children to try to say new words and helping them make links between words and objects. A craft activity provided extended opportunities for children to practise using scissors and talk about the materials they wanted to use. Planning takes into account group and individual next steps for children. For example, a one to one session with sand and spiders promoted the development of a child's use of English language. However, assessment of children's progress does not always accurately reflect the observations that have been made by staff. In addition, a lack of observations in some areas of learning for some children means staff and managers are not fully aware where children may need additional support in order to address any gaps in their learning.

Personal development, behaviour and welfare require improvement

A positive culture is evident across the whole setting. Children behave well, staff praise their efforts and use positive methods to discourage unwanted behaviour. In the two-year-old room, children play alongside each other sharing resources and self-selecting materials and equipment to further develop their play and learning. Staff offer appropriate levels of support during activities and encourage children to try new things, and give them time to practice and try out different ways of doing things. On occasions older children's independence skills are not promoted sufficiently well. All children have access to fresh air and exercise even when it is raining. Staff ratios exceed the required level, which results in good care arrangements being in place for children.

Outcomes for children require improvement

Children make good progress from their starting points and most are at typical levels of development for their age. Three-year-old children are beginning to recognise letters, and are linking letters to the starting sounds of words. Appropriate systems are in place to support children who speak English as an additional language.

Setting details

Unique reference number	EY393752
Local authority	Leicester City
Inspection number	1022167
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	54
Number of children on roll	45
Name of provider	Jane Carol Riley
Date of previous inspection	27 October 2009
Telephone number	07799541130

United Play was registered in 2009 and is privately owned. The setting is in receipt of nursery education funding for two-, three-and-four-year-old children. There are nine members of staff employed to work with the children, all of whom hold appropriate early years qualifications. The manager holds a level 6 qualification and two members of staff have qualified teacher status. Opening times are Monday to Friday 8am until 6pm.

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