

Inspection date

3 June 2016

Previous inspection date

6 November 2015

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

Summary of key findings for parents

This provision is good

- Leadership and management systems for monitoring the quality of the provision have changed since the last inspection. The provider has appointed a co-manager and they have worked effectively with local authority advisers to secure improvement. Staff demonstrate a strong commitment to improving their knowledge and skills.
- Staff use what they know about children to challenge them effectively in their learning and development. They observe and assess children's progress and planning for future learning is based on a good knowledge of each child and their family.
- Staff's teaching skills are good. They provide a good variety of activities and resources, indoors and outdoors, that challenges and interests children.
- Partnerships between staff and parents are effective in ensuring that they work successfully together to meet children's care and learning needs.
- Children are emotionally secure. Relationships between the staff and children are very good.
- Children's communication and language development are promoted effectively by staff. Young children are supported well to learn new words and use simple sentences.

It is not yet outstanding because:

- Staff are not consistently successful with regard to sharing information about individual children and promoting continuity of learning as they build partnerships with other settings that children attend.
- Staff sometimes miss openings to extend older children's understanding of addition and subtraction while they count objects together.

What the setting needs to do to improve further

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

- strengthen the partnerships with other settings that children attend, exchanging information and promoting continuity of learning
- extend older children's mathematical learning with regard to their understanding of addition and subtraction.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector held meetings with the provider and the manager of the provision. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and the written views of other parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Systems for assessing the suitability of staff are thorough. All staff keep their knowledge about child protection, first aid and food hygiene up to date. They are aware of their responsibilities to protect children from abuse and neglect. Professional development opportunities for staff are good. For example, the recently appointed co-manager is currently working towards a foundation degree in management. The managers successfully review the provision in order to improve. Their practice for monitoring the quality of teaching and observation, assessment and planning is robust. All staff are involved in deciding upon an action plan for improvement. Parents share very positive views about the provision.

Quality of teaching, learning and assessment is good

Accurate observation and assessment lead to planning for future learning that is based on a good knowledge of each child. Staff provide a good variety of opportunities for children to explore and investigate. Children choose different colours and delight in mixing paint, water and washing-up liquid in pots. They then dip their bubble stick into the mixture, knowing that they can create bubbles by blowing through the circular end of the stick. Some children choose to use a straw to blow into the pot and watch the bubbles flow over the side. They then print their creation onto paper. Staff offer good support so that children mix paint to create different colours. Younger children choose to make marks with paintbrushes on paper that has been fixed onto fencing. Children chat happily while they play and staff make sure that they have time to put their thoughts into words.

Personal development, behaviour and welfare are good

Staff create a welcoming and safe environment. Children's emotional security begins with a gradual settling-in procedure that is agreed with parents. Their good health is promoted well. They eat healthy food and they are physically active in the outdoor area each day. Staff ensure that children access large play equipment that challenges them physically. Children understand and adopt healthy habits, such as good hygiene practices, and they learn to manage their self-care needs. They develop an understanding of dangers and how to keep themselves safe, such as how to manage risks while climbing and exploring in a woodland area of the garden. Staff use positive reinforcement as the major strategy for managing behaviour and promoting children's self-esteem. They acknowledge children's efforts and achievements with praise.

Outcomes for children are good

Children's learning builds successfully on what they already know and can do. They make good progress in readiness for the move on to school. Children confidently make decisions about their play. Manipulative skills are practised in a variety of ways and pencil control is developing well. Writing skills are practised as part of role-play, such as when they pretend to be the traffic warden. Older children are learning to link sounds with letters. They enjoy looking at books and listening to stories. Some children use picture cards to re-tell a favourite story or make one up of their own. Children readily count and use mathematical language while they play.

Setting details

Unique reference number	EY393752
Local authority	Leicester City
Inspection number	1033553
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	54
Number of children on roll	70
Name of registered person	Jane Carol Riley
Registered person unique reference number	RP904350
Date of previous inspection	6 November 2015
Telephone number	07506 109224

United Play was registered in 2009. There are nine members of staff employed to work with children, all of whom hold appropriate early years qualifications. The manager holds a qualification at level 6 and one staff member holds qualified teacher status. The setting is in receipt of nursery education funding for two-, three-and-four-year-old children. It supports children who have special educational needs or disability, and children who speak English as an additional language. Opening times are Monday to Friday, 8am until 6pm, throughout the year.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

