

University of Nottingham Playcentre



University of Nottingham, Lenton Fields, University Park, NOTTINGHAM, NG7 2RD

Inspection date	12 October 2016
Previous inspection date	18 December 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Management is inspirational. Self-evaluation is extremely effective in enhancing children's learning. The views of parents, children and staff are valued and acted on. Leaders drive forward well-considered improvements which develop children's outcomes to high levels.
- Staff work extremely well together and thoroughly enjoy their work with the children. They have exemplary knowledge of the early years foundation stage. Precise monitoring systems show that children make excellent progress from their starting points.
- Extremely well-qualified staff draw on a wealth of experience. They use this to develop positive strategies that support children who are learning English as an additional language. Staff share these effectively with parents and a consistent approach to children's learning is successfully achieved.
- The partnerships with parents are outstanding. Staff keep parents fully up to date with their children's progress and offer a huge amount of communication and support. This engages parents and helps children to build on their learning at home. Parents are extremely complimentary with regard to the support they receive.
- The quality of teaching is extremely strong. Staff provide exciting and challenging activities based on the interests and development of the children. Children thoroughly enjoy their learning and, as a result, make excellent progress.
- The children behave exceptionally well. Staff use exemplary methods to encourage children to listen to, and to respect each other. Their support helps children to understand their own actions and how these affect the feelings of others.

What the setting needs to do to improve further

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

- continue to enhance the excellent knowledge and skills of staff even further, in order to build on the already outstanding practice and to continue to improve learning outcomes for all children.

Inspection activities

- The inspector looked at the premises and the resources available to the children.
- The inspector observed the quality of teaching during activities indoors, outdoors and in the wooded area, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, staff suitability checks, the self-evaluation information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector held discussions with the management and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an in-depth understanding of how to protect children from harm. They are very confident to respond extremely quickly to concerns and know what action to take. Staff recruitment procedures are very robust. This ensures that all staff are suitable to work with children. Staff training and performance management is extremely effective. There are plans for staff to undertake further innovative professional development opportunities to enhance their abilities even more. Staff share their knowledge with one another, to extend their expertise. This has a very positive impact on outcomes for children. Staff work exceptionally well with outside agencies, including the local schools. Management monitors the progress and achievement of children effectively. This quickly identifies any children who may need extra support, which helps to close achievement gaps swiftly.

Quality of teaching, learning and assessment is outstanding

Staff demonstrate outstanding teaching abilities. They know how and when to intervene as children play, and the ways in which they can extend children's learning to the highest level. Children are keen to investigate and learn from a young age. The care of babies is very personal and adapted to their needs, helping them to feel safe to explore. Staff continually observe and assess children's abilities, using the information to enhance all aspects of children learning. Children's language and communication skills are supported extremely well. Staff skilfully ask questions that encourage children to solve problems for themselves. Children are enthusiastic and eager to share what they know. Staff celebrate the different languages used by children and encourage them to use their home language alongside English. They provide children with an exceptional range of opportunities in the outdoor area that enables them to practise a wide range of different skills. Older children have access to a wooded area where they can explore, experience and investigate.

Personal development, behaviour and welfare are outstanding

Staff establish very strong attachments with the children and are highly skilled in supporting all children and their families. Effective settling-in procedures ensure staff know children's individual care needs. Children quickly settle and develop a strong sense of belonging. Children thoroughly enjoy playing with a wide range of stimulating toys. Strong relationships help them to actively seek out friends and staff to share in their play. As a result, children are exceptionally confident, happy and secure. Staff promote healthy lifestyles. Children receive excellent opportunities to develop strong physical skills. Staff ensure that the outdoor environment is rich in learning experiences. They place a strong emphasis on children learning through play, exploring their environment and being active.

Outcomes for children are outstanding

All children make excellent progress in their learning in relation to their starting points. They learn to take small risks and work out how to keep themselves and others safe extremely well. Children learn strong mathematics and early literacy skills. They are gaining a wide range of necessary skills and abilities to support their future learning in readiness for school.

Setting details

Unique reference number	EY446554
Local authority	Nottingham City
Inspection number	1060204
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	0 - 11
Total number of places	66
Number of children on roll	30
Name of registered person	The University of Nottingham
Registered person unique reference number	RP903101
Date of previous inspection	18 December 2012
Telephone number	0115 951 4798

University of Nottingham Playcentre was registered in 1999. The setting is open on Monday to Friday from 8am to 6pm and closed during university holidays, bank holidays and two inset days per year. There is also a playscheme providing school holiday care. The setting employs 10 childcare staff. Of these staff, three hold early years professional status, one holds early years teacher status, five hold a degree in early years and one holds a qualification at level 3. The setting supports children who speak English as an additional language. They provide funded early education for two- and three-year-old children.

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