

Inspection date	24 November 2016
Previous inspection date	24 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leaders have made useful improvements to the provision since the previous inspection. For example, children make good progress in their personal, social and emotional development because staff use all opportunities to support their independence during play and daily routines.
- Caring staff help babies and children settle quickly, which helps them feel secure and happy. Children are eager to learn and make good progress from their starting points.
- Children's behaviour is good. Staff are positive role models and give clear, consistent guidance which helps children to be aware of the high expectations for behaviour.
- Staff develop strong partnerships with parents, outside professionals and with other providers that children attend, which help children's progress, including for those with special educational needs or disability.
- The management and staff work well together to provide children with a safe and inspiring environment to support their learning. Leaders support staff well overall to improve teaching and practice through professional development.

It is not yet outstanding because:

- Staff do not make the most of opportunities to gather and share information with parents to involve them fully in the youngest children's learning.
- At times, staff miss opportunities to fully engage children in experiences to help them make even more progress.

What the setting needs to do to improve further

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

- use professional development to make sure that staff have full knowledge of how to complete assessments and share next steps in learning consistently with parents
- ensure staff use the information gained from their observations of children to plan precisely for individual children and hasten progress even further.

Inspection activities

- The inspector observed interactions between staff and children, and the impact these have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector examined a range of documentation including children's records, staff planning, risk assessments, some policies and recruitment procedures.
- The inspector held discussions with two senior managers, the setting's manager and staff, and talked with children and parents.
- The inspector checked evidence of staff suitability to work with children and their qualifications.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders implement a detailed induction for safeguarding for new staff. They oversee well-organised safeguarding records. Staff understand clearly their roles and responsibilities for child protection and keep their knowledge up to date. Staff work well in partnership with staff at other early years settings that children attend, and develop good links with local schools. Leaders work well with parents of the oldest children to share the wide variety of experiences they plan for children, for example, through effective two-way communication. Staff value parents' views and act upon them such as by developing communications online.

Quality of teaching, learning and assessment is good

Overall, staff know and meet children's educational needs well. They provide children with a range of stimulating activities which builds on their individual interests and that children enjoy. For example, children share their favourite stories with staff, who repeat new words, which contribute well towards children's growing vocabularies. Staff provide children with good opportunities to learn about the world around them. For example, the youngest children eagerly investigate interactive toys, pressing buttons and discovering the effects. The oldest children have good opportunities to develop their early literature and physical skills, for example, through drawing, making marks and building with construction toys. Staff provide children with good opportunities for imaginative play, for instance children enjoy using role-play toys inside and outdoors.

Personal development, behaviour and welfare are good

Staff get to know children and their families well when they start. They meet children's physical needs well and help them learn how to live healthy lifestyles effectively. For example, the nursery cook provides freshly prepared nutritious meals daily and children learn the importance of healthy eating through conversations with staff at mealtimes. Staff provide children with good opportunities for outdoor experiences. Children enjoy physical exercise and being active. Staff support children's understanding of how they differ from one another well, for example, through various seasonal celebrations. Staff teach children how to keep themselves safe effectively such as when climbing equipment and during fire evacuation routines.

Outcomes for children are good

Children are well prepared for their next stage in learning. They are confident and keen to learn. They learn personal independence, such as putting on their shoes and coats, and learn to fasten zips and manage buttons. The oldest children enjoy looking at a range of books. They concentrate well to listen to stories and complete jigsaws.

Setting details

Unique reference number	EY451947
Local authority	Gloucestershire
Inspection number	1062935
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	95
Number of children on roll	88
Name of registered person	Into Play Limited
Registered person unique reference number	RP531843
Date of previous inspection	24 July 2013
Telephone number	01452 380662

Into Play Day Nursery re-registered in 2012 as one of three nurseries of Into Play Limited. It is situated in Longlevens on the outskirts of Gloucester. The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year, except for bank holidays. The nursery receives funding for free early education for children aged two, three and four years. There are 19 staff working with the children. Of these, 17 hold relevant early years qualifications. The manager holds early years teacher status.

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