

# Play & Learn Nurseries Ltd

St. Martins School, Ross Road, South Wye, Hereford, Herefordshire, HR2 7RJ



## Inspection date

23 January 2017

Previous inspection date

18 April 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

- Effective recruitment, staff performance and development procedures ensure the manager and staff are well qualified and their care and teaching are good. They work well together to promote children's good health and safety and to offer them varied, enjoyable learning experiences.
- Children who have special educational needs or disabilities are helped to make the best possible progress. Parents appreciate the manager and staff's guidance and how well they work with other agencies to accurately assess children's needs. They value the ways staff adapt their teaching and follow up specific strategies to promote their children's development, interests and ways of learning.
- Children are observant, curious and imaginative. Older children discuss the weather and seasons. They creatively use resources as they paint, draw, dress up and act out roles. They are intrigued by and eagerly describe the appearance, texture, colour and shape of various materials. Younger children enjoy playing with small-world toys and exploring dried pasta, play dough, sand and paint.
- Children are well cared for, settle quickly and enjoy being at the nursery. They grow in confidence and form secure attachments with staff who are kind and reassuring. They gently calm children when they hurt themselves or are upset. Children feel valued as staff follow up their interests, praise their efforts and celebrate their successes.

### It is not yet outstanding because:

- Staff do not always extend younger children's involvement and imaginations during free-choice activities or help less-confident children to use physical play apparatus.
- Staff do not always give parents enough information about their child's development and future learning needs and how these can be followed up at the nursery and at home.

## What the setting needs to do to improve further

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

- provide better support for younger children to develop their confidence and skills in movement and to extend their involvement and imaginations during free-choice activities
- explore additional ways to discuss children's development and next steps for learning with parents and to involve them more in planning how these are to be followed up.

### 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 a joint observation with the manager.
- The inspector held meetings with the provider, the financial director and the manager. She spoke to staff and children during the inspection.
- The inspector discussed the provider's self-evaluation and plans for improvement.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views from her discussions with them during the inspection and from their feedback to the provider.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and the manager effectively monitor the nursery's provision and plan for improvement. The manager completes regular audits of procedures and staff's practice. Investment in training ensures staff are qualified and attend paediatric first aid, food safety and safeguarding training. Additional funding is used effectively to give children individual support. Staff have also attended training to help them to raise children's attainment in communication skills, early literacy and mathematics. Positive relationships with parents, carers and different agencies ensure consistent, well-coordinated approaches to promoting vulnerable children's welfare and every child's good progress. Arrangements for safeguarding are effective. The provider, the manager and staff complete regular safeguarding training. They have a sound knowledge of abuse, neglect and safeguarding issues affecting children and families. They carefully monitor children's health and safety and take prompt action when they have concerns about a child.

### Quality of teaching, learning and assessment is good

The manager and staff effectively monitor children's progress. They draw on their observations and assessments to identify appropriate next steps for children's learning. These, as well as children's interests, are usually followed up effectively in staff's planning and teaching. Staff, generally, interact well with children who are keen to take part and enjoy learning. Staff working in the pre-school skilfully adapt their teaching to build on and extend children's understanding, including supporting those who are gifted in some areas of learning. Staff ensure children communicate effectively, including teaching children who speak English as an additional language to understand and speak English well. Children in pre-school take part in lively discussions as they talk about their play, discoveries, observations and respond to staff's questions.

### Personal development, behaviour and welfare are good

Children enjoy exploring their inviting, well-equipped surroundings. They help themselves to toys and resources which develop their independence and ideas for play. Children are well cared for. Their individual health, dietary needs, allergies and care routines are understood and followed up by staff. They promote children's comfort, good hygiene and help them to independently manage their personal care. Children are well nourished and relish regular outdoor and active play. They are shown how to safely use utensils and equipment and how to move safely around the premises. Children are well behaved. Staff ensure they know what is happening next and what is expected of them. Children enjoy each other's company. They are encouraged to share, take turns and help each other.

### Outcomes for children are good

Children make good progress in relation to their starting points. They are confident, increasingly expressive and often resourceful learners who are well prepared for school. Children count and compare numbers, solve practical problems, recognise colour, shape, and size and have some awareness of time. Children enjoy stories, songs and rhymes. They know some letters and sounds and practise early writing.

## Setting details

<b>Unique reference number</b>	EY274846
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	1064509
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Play & Learn Nurseries Ltd
<b>Registered person unique reference number</b>	RP521875
<b>Date of previous inspection</b>	18 April 2013
<b>Telephone number</b>	01432 354423

Play & Learn Nurseries Ltd was registered in 2004. The nursery employs nine members of childcare staff. They all hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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