

# The Play Pit

Holly Lodge, 9 Brownlow Road, Felixstowe, IP11 7EX



<b>Inspection date</b>	31 January 2017
Previous inspection date	9 October 2013

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

## Summary of key findings for parents

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

- The evaluation of staff performance is not yet a fully effective aid in monitoring and supporting staff practice.
- Often, children do not have access to their key person to fully meet their emotional needs.
- Children are not consistently able to learn in premises that are fit for purpose. The temperature of some rooms used by children is not maintained at a comfortable level. This is particularly evident on the first floor where babies are cared for.

### It has the following strengths

- The learning and development requirements are monitored effectively, to ensure that children are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed.
- Partnerships with parents are well established. Staff are committed to working together with them and encourage them to remain actively involved in their children's learning.
- Staff in the setting have a positive approach to diversity and support children to develop a positive sense of themselves. They help children to learn about the wider world beyond their own experiences.
- Staff foster children's speech and language development. They engage children in conversation and actively listen to what they have to say. Staff respond positively to the babbles and gestures of babies.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ put in place appropriate arrangements for effective one-to-one supervision opportunities for all staff	01/04/2017
■ ensure that the key person is able to build a settled relationship with the children	01/04/2017
■ ensure the premises are fit for purpose, with regard to maintaining a suitable temperature in all of the rooms used by children.	03/02/2017

### 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 spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery co-owner.
- The inspector held a meeting with the nursery owners. She also talked with them about their self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Staff value training opportunities available to them to improve their childcare skills, knowledge and qualification levels. Some are working towards relevant childcare qualifications. However, staff do not have opportunities for one-to-one supervision meetings to raise and discuss individual practice issues. Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse and know how to report concerns. The person who has responsibility for child protection has a good awareness of the process to follow if there is a concern. Management reflects on the provision. An action plan for improvement is in place that is challenging but achievable, in order to improve the quality of care, teaching and learning. Parents report that they are happy with the service provided. They particularly appreciate the homely environment and that staff are friendly, caring and approachable.

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

Staff check the learning and development of children to ensure that they are making good progress. Staff observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress. The quality of teaching is good. Staff plan a varied range of activities that takes into account children's interests. Staff provide art and craft activities that provide children with opportunities to develop their individual creativity. Babies enjoy exploring the texture of glue and different types of paper. Older children play imaginatively based on their own experiences. Staff engage in the children's play, such as joining in with pretend tea parties. Children develop their physical skills in the garden.

### Personal development, behaviour and welfare require improvement

Some of the rooms used by children are not warm enough to enable them to play and learn comfortably. The temperature of the rooms is not monitored. Some younger children are unsettled and need reassurance from their key person, especially when they first arrive. However, staff move between rooms and are not always based in the room where their key children are. Despite this, staff in the rooms are caring towards the children and responsive to them. They follow babies' established routines for feeding and sleeping, helping to promote continuity of care. Staff support children's developing awareness of managing their own emotions and behaviour. They talk to children in a calm and respectful manner. Children are helped to understand what is expected of them. Staff value and praise good behaviour and individual efforts. Children are encouraged to embrace their similarities and differences and develop positive attitudes to each other.

### Outcomes for children are good

Children develop the key skills needed for school. Older children are confident, independent and motivated learners. They understand that print carries meaning and readily attempt to write their first name. They sit still, listen and concentrate well. They persevere with activities of their own choosing. Children join in enthusiastically with number rhymes and action songs. They manage their personal hygiene relevant to their age and ability.

## Setting details

<b>Unique reference number</b>	251782
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1083219
<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>	0 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	The Play Pit
<b>Registered person unique reference number</b>	RP519111
<b>Date of previous inspection</b>	9 October 2013
<b>Telephone number</b>	01394 276005

The Play Pit was registered in 1990. The nursery employs 15 members of childcare staff, including the owners. Of these, 10 hold appropriate early years qualifications at level 3 and above, including one with early years professional status and qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. A breakfast and after-school club is also offered during school term times, with sessions from 7.30am until 8.30am, and 3.10pm until 6pm. A holiday club operates from 7.30am until 6pm during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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