

Stay 'n' Play

Shaw Cross Infant & Nursery School, Leeds Road, DEWSBURY, West Yorkshire,
WF12 7HP



Inspection date	6 February 2017
Previous inspection date	4 February 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

- Staff have a good understanding of children's abilities and interests. They use this knowledge effectively to plan a wide range of engaging activities that entices children to explore and investigate enthusiastically.
- Leaders have established good relationships with the local school. They work in partnership with teachers, sharing information and providing continuity as children prepare to move on to school.
- Staff manage children's behaviour effectively. Children respond well to staff's positive methods and appropriate use of praise.
- Managers support the professional development of staff well. For example, they observe staff and hold individual meetings that help to improve practice and teaching skills. The quality of teaching is good overall.
- Children have fun at the friendly pre-school and after-school club. They explore exciting spaces and choose from a wide variety of interesting and challenging activities. Children are keen to learn.
- Staff make accurate assessments of children's progress. They readily identify any gaps in learning and provide support to help close gaps quickly. All children, including those who speak English as an additional language, make good progress.

It is not yet outstanding because:

- Staff do not provide a wide range of opportunities for children to learn about different cultures and ways of living to broaden their understanding of diversity.
- Staff do not make the most of all opportunities to engage parents and find out about children's learning at home, so a more consistent approach to their learning can be established.

What the setting needs to do to improve further

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

- develop further the opportunities for children to learn about the similarities and differences between themselves and others in the wider world
- strengthen opportunities for all parents to share what they know about their children's progress at home, so an even more shared approach to their learning is promoted.

Inspection activities

- The inspector viewed the premises and the toys and equipment provided.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including children's records, policies and procedures and evidence of the suitability of staff. She discussed the pre-school's self-evaluation.
- 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 good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding about the signs and symptoms of abuse. They know who to contact in their local authority and the procedures to follow to report any such concerns. The manager uses effective recruitment, induction and vetting procedures to ensure that staff are suitable to care for children. She monitors the quality of teaching regularly and supports staff development well during frequent supervision sessions. The manager encourages staff to continue their professional development and build on skills that help them plan effectively for children's learning and development. She uses feedback from staff, parents and children well to make changes and improvements to the provision. Parents speak highly of the staff team and the care that their children receive. Staff effectively complement the learning of school-aged children who attend the setting after school.

Quality of teaching, learning and assessment is good

Well-qualified staff plan daily activities to support all children based on their interests. They make detailed observations to assess children's progress and to identify their next steps in learning. Children enjoy a good range of opportunities to develop their imaginations, such as when pretending to cook and eat food. They enjoy using their developing communication and literacy skills, such as listening to and discussing favourite stories. Children enthusiastically join in with stories and eagerly respond when they are asked a question. Staff teach children to link sounds to letters, for example, when they play board games with their school-aged friends. Children develop their early mathematical skills well. For example, children count and sort objects and use mathematical language as they play. They learn to express their own ideas through drawing, painting and sensory play.

Personal development, behaviour and welfare are good

Parents value the pre-school greatly. There are good settling-in procedures in place when children first start. These meet children's individual needs well, so they feel confident and self-assured. Staff provide many opportunities for children to gain independence. For example, children help to prepare their snack, choose toys and resources and whether to play indoors or outdoors. Staff encourage children to adopt healthy lifestyles through healthy eating and to wash their hands before eating and after messy play. Children enjoy being helpful, such as working with staff to prepare fruit for snack time. Children have good opportunities to be outdoors on a daily basis and practise their physical skills. They benefit from a wide variety of outdoor learning experiences.

Outcomes for children are good

Children gain good skills in preparation for their future learning, including the move to school. They demonstrate high levels of concentration and involvement in their chosen play activities for good periods of time. Children develop effective communication and language skills and understand about the importance of listening to others' views. Even the youngest children show positive attitudes to learning.

Setting details

Unique reference number	EY446540
Local authority	Kirklees
Inspection number	1065912
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 7
Total number of places	24
Number of children on roll	47
Name of registered person	Stay 'N' Play Ltd
Registered person unique reference number	RP531599
Date of previous inspection	4 February 2013
Telephone number	07943317974

Stay 'n' Play was registered in 2012. The setting employs seven permanent members of childcare staff. Of these, all hold appropriate early years qualifications. The pre-school and after-school club opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm and 3pm until 6pm. The setting supports children who speak English as an additional language. They provide funded early education for two-year-old children.

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

