

Inspection date

20 April 2017

Previous inspection date

27 April 2015

| 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

- The well-qualified staff work together very well. Their strong teamwork is evident through their good teaching. This contributes towards children developing the ability to form positive relationships with others.
- Staff provide safe and appealing environments for children to play and learn in. Their excellent interaction skills during exciting role play experiences help children to adopt a good sense of how to keep themselves safe. For example, children express that kettles are hot and understand the importance of wearing a seatbelt when travelling on a bus.
- Children make good progress. Staff's good observations help make future learning experiences meaningful and challenging. They take account of children's interests and learning from home and on the whole, support what children need to learn next.
- Staff form warm and caring relationships with children. They offer an abundance of encouragement and support to help children develop high levels of self-confidence.
- Transition on to school is seamless. Innovative ideas, such as time spent in the newly implemented learning room, aids children's understanding of what school is like.

It is not yet outstanding because:

- Staff do not monitor the progress that specific groups of children are making rigorously enough in order to raise outcomes for all children to an outstanding level.
- Staff have not yet explored a wide range of continuous professional development that is highly focused on enhancing the quality of teaching to the highest levels.

What the setting needs to do to improve further

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

- analyse the progress that groups of children are making more precisely so that outcomes for children are raised to an outstanding level
- explore a wider range of highly focused continuous professional development opportunities and raise the quality of teaching to the highest levels.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector looked at evidence of the suitability of staff, policies and procedures, children's observation and assessment records, planning documents, staff qualifications and training records and the provider's self-evaluation document.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular safeguarding training and updates help to ensure that all staff have the most up-to-date knowledge of the procedures to follow to protect a child's welfare. Safe recruitment procedures, in-depth inductions and regular supervision meetings, overall, contribute towards ensuring that staff are skilled and suitable for their role. Managers and leaders aspire to improve. They listen perceptively to the opinions of children, parents and others and act on their views. For example, areas of play are swiftly enhanced. They provide interesting environments that help babies and children to extend their explorative, investigative and imaginative skills in line with their current interests.

Quality of teaching, learning and assessment is good

Children's home life experiences, such as visits to an allotment, are highly valued and incorporated into future learning experiences to help extend their skills. For example, younger children enjoy working together to create a garden shed and use tools for a purpose to plant vegetables. Older children show confidence when exploring aspects of their natural world. Staff's good interventions help children to detail features, make comparisons and develop their early writing skills. Excellent strategies help to engage all parents in their children's learning and development both within the nursery and at home. Partnerships with other professionals are well established and help to secure timely interventions.

Personal development, behaviour and welfare are good

Children are welcomed into a very calm and nurturing environment where they flourish. They are given time to form special bonds with their preferred key person, who in turn responds to their every need. Children enjoy exercising in the fresh air and adopt good hygiene routines that help to promote their good health. Staff are positive, calm and sensitive in their approach to behaviour management. Young children enjoy looking after Pip the hamster to aid their understanding of being caring and respectful. Older children learn to play cooperatively with their peers and share and take turns without prompt.

Outcomes for children are good

All children make good progress in their learning and are developing the skills they need for their move on to school. Babies explore their appealing surroundings with pleasure and confidence. They enjoy moving in a variety of ways, such as when using the soft-play equipment. Younger children develop good imagination skills when initiating their own play themes outdoors. They are keen to have a go at doing things for themselves, such as when putting on their own coat, to develop good self-care skills. Older children are independent and motivated learners. They distinguish between the marks they make and listen well to others. Children who speak English as an additional language delight when hearing words and phrases in their home languages being spoken by others during play.

Setting details

| | |
|--|---|
| Unique reference number | EY330130 |
| Local authority | Cumbria |
| Inspection number | 1092627 |
| 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 - 4 |
| Total number of places | 102 |
| Number of children on roll | 78 |
| Name of registered person | Playbase Limited |
| Registered person unique reference number | RP526084 |
| Date of previous inspection | 27 April 2015 |
| Telephone number | 01539 737472 or 0773 333 2443 |

Playbase Nursery was registered in 2006. There are 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2 and 3, including the pre-school leader who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education two-, three- and four-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 2017

