

Childsplay Day Nursery

Clarendon Way, COLCHESTER, Essex, CO1 1XF



Inspection date	26 July 2017
Previous inspection date	28 August 2013

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

Summary of key findings for parents

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

- Staff do not gather precise information from all parents about children's care routines, or learning at home prior to starting at the nursery.
- At times, staff assessment of children's learning is inaccurate. Consequently, activities do not always provide suitable levels of challenge or fully meet children's individual learning needs.
- Staff do not take reasonable steps to support some children who speak English as an additional language to use their home language in their play and learning.
- The effective monitoring and supervision of staff is not fully developed. As a result, the management team does not fully support continued professional development by identifying the training and support needs of staff.

It has the following strengths

- Staff are caring, kind and calm in their approach. They have developed close bonds with the children. This helps children to feel safe and secure in the nursery and supports their emotional well-being.
- Staff foster children's independence well. Children are encouraged to choose their snack and feed themselves.
- Staff in the baby room demonstrate some effective teaching skills as they play alongside children. They effectively support them to develop their confidence when they encounter new experiences.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that detailed information is gathered from parents about children's care needs and what they know and can do when they first start at the nursery 	23/08/2017
<ul style="list-style-type: none"> ■ ensure staff complete precise and accurate assessments for each child, and use this information to plan challenging and enjoyable experiences to support all children to make good progress 	23/08/2017
<ul style="list-style-type: none"> ■ ensure that all reasonable steps are taken to provide opportunities for children who speak English as an additional language, to develop and use their home language in the setting to support them to make good progress in their communication and language skills 	23/08/2017
<ul style="list-style-type: none"> ■ improve support provided to all staff to ensure that they are sufficiently skilled and knowledgeable and that they have a clear understanding of their roles and responsibilities to consistently enable them to deliver the best possible outcomes for all children. 	23/08/2017

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors carried out joint observations with the manager and assistant manager.
- The inspectors took account of the views of children, their parents and staff spoken to on the day of inspection.
- The inspectors sampled a range of records, including children's learning journeys, staff training certificates and evidence of the suitability of staff working at the nursery.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are suitably trained and have a sound understanding of the nursery's safeguarding policy. This contributes to keeping children safe. Overall feedback from parents is positive. They describe how their children enjoy their time at the nursery and settle well. However, staff do not involve parents in their children's learning from the outset. They do not gather precise information about children's capabilities when they first start at the nursery to establish their abilities accurately. Arrangements for the professional supervision of staff provides some support to staff. However, systems and checks to ensure quality and consistency of children's experiences are not effective. The provider and management team are keen to improve practice.

Quality of teaching, learning and assessment requires improvement

Staff recognise that children learn through play and generally support them appropriately so that they make some progress in their learning. However, assessments of what children know and can do are not always precise and accurate. Staff in the toddler and pre-school rooms do not consistently highlight areas in which children may need additional support. This means that they do not always plan for children's individual learning needs. Additionally, staff do not know how to support children who speak English as an additional language effectively to use their home language in their play. In spite of these weaknesses, children enjoy their time at the nursery and access a range of resources, both indoors and outside, covering all areas of learning.

Personal development, behaviour and welfare require improvement

Overall, staff know children well and share positive relationships with them. However, a lack of information regarding children's home languages and care routines means that staff do not always meet children's individual needs. Consequently, children's well-being is not fully promoted. Despite this, children receive a warm welcome at this friendly nursery. Staff frequently praise children, helping to build their confidence and self-esteem. Staff provide children with nutritious snacks and ensure that they have plenty of opportunities to exercise and play outside. This helps to promote children's good health. Children behave appropriately, as the staff share consistent expectations and act as effective role models.

Outcomes for children require improvement

Children enjoy their time at the nursery. They are generally motivated to learn and develop some of the key skills needed for the next stage of their learning. Most children at the nursery appear to be working comfortably within the range of development typical for their age. However, weaknesses in teaching and assessment processes mean that staff do not fully support children to make good progress.

Setting details

Unique reference number	650059
Local authority	Essex
Inspection number	1064243
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 - 5
Total number of places	114
Number of children on roll	139
Name of registered person	Gary Mark Seward & Karen Valerie Seward Partnership
Registered person unique reference number	RP527776
Date of previous inspection	28 August 2013
Telephone number	01206 368 368

Childsplay Day Nursery registered in 1999. The nursery employs 15 members of childcare staff. Of these two staff hold an appropriate early years qualifications at level 4, nine at level 3 and three at level 2. The nursery is open each weekday, from 7am to 6pm, all year round.

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