

# Playcare Day Nursery

Brotherton And Byram Childrens Centre, Low Street, Knottingley, WF11 9HQ



## Inspection date

19 September 2017

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection:     | Good           | 2 |
|--|----------------------|----------------|---|
|  | Previous inspection: | Not applicable |   |
| 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 nursery is led and managed well. Systems for evaluating the provision are effective. An action plan is in place to bring about continuous improvement to the quality of care, teaching and learning.
- Children are happy, settled and well behaved. They treat others equally and with respect. Staff form close relationships with their key children, whose emotional well-being is well supported.
- Children have access to a wide range of high-quality resources, indoors and outdoors, that helps motivate them to play independently, overall.
- Staff promote good language and communication skills. They interact skilfully and use a range of strategies to support children to increase their vocabulary, develop their listening and speaking skills and use their thinking skills.
- Partnership working with professionals and other providers is very strong. Information about children's care and learning is shared in detail. This helps to promote a continuous approach to children's development.

### It is not yet outstanding because:

- Sometimes, staff do not plan precisely for children's next steps in learning to promote even more rapid progress.
- Opportunities for older children to explore simple technology are limited. This means they cannot fully develop their interest in making sense of how things work.

## What the setting needs to do to improve further

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

- enhance planning for what children need to learn next so that they have even more challenging opportunities that increase the potential for them to make more rapid progress in learning
- provide children with more opportunities to investigate simple technology.

### Inspection activities

- The inspector viewed the premises and spoke with staff and children during the inspection.
- 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 a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and well-qualified staff have a good understanding of all aspects of safeguarding, including child protection procedures. They know what to do if they suspect a child may be at risk. Procedures for the recruitment, vetting and induction of staff are robust. The management team reviews the quality of educational activities provided to ensure experiences are appropriate for children's stage of development. This helps to identify where additional support may be required to support children's good progress. Staff supervise children well during all activities, indoors and outdoors. Partnerships with parents are good. Comments shared during inspection highlight high levels of satisfaction with the quality of their children's care and learning. Staff's professional development is promoted well.

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

Staff know the children very well and plan purposeful, exciting activities and experiences for them, overall. This helps them to progress well in their learning and development. Staff challenge children and plan well-thought-out questions that encourage them to think and solve problems. During conversations staff use language around numbers and sizes well, which enables them to build on and develop children's learning. Staff read stories aloud during activities, such as circle time, where children recognise pictures and letters and capably match them to corresponding sounds. Children are creative. They make pictures using coloured conkers and create vehicles out of malleable materials. Younger children engage in music and dance, and staff encourage them to sing along to the songs as they join in with the actions. This helps to promote their engagement and enjoyment.

### Personal development, behaviour and welfare are good

Children behave well and display positive self-esteem and confidence. Transitions between rooms are managed carefully to ensure that children are settled and confident in their new environment. Babies play with natural resources that provide sensory experiences and are given a quiet place to sleep when they become tired. Children's self-esteem is promoted by the encouragement and praise of staff. Children develop their growing awareness of healthy lifestyles. They are provided with nutritious snacks and meals. Staff engage children in conversations about healthy food choices. Children learn to become independent. For example, they put on their shoes and pour their own drinks.

### Outcomes for children are good

All children make good progress across the areas of learning, including those who receive funding. Older children develop their mathematical understanding of comparing quantities and objects. Young children enthusiastically explore creative play experiences, textures and equipment and learn to make marks. Children acquire the skills they need for their next steps in learning and their eventual move on to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY490395  |
| <b>Local authority</b>                           | North Yorkshire   |
| <b>Inspection number</b>                         | 1017222   |
| <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 - 8   |
| <b>Total number of places</b>                    | 64  |
| <b>Number of children on roll</b>                | 62  |
| <b>Name of registered person</b>                 | Eversleigh Day Nurseries Ltd  |
| <b>Registered person unique reference number</b> | RP909905  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01977607407   |

Playcare Day Nursery registered in 2015. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, for 51 weeks a year. There is a wrap-around service and out-of-school provision available from 7.30am to 9am and 3.15pm to 6pm each weekday, and from 7.30am to 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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