

Play 'n' Learn Day Nursery

1351 Yardley Wood Road, Shirley, Solihull, B90 1JU



Inspection date

Previous inspection date

13 February 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The quality of teaching is not consistently good. Not all staff use information from the assessments of children's progress well enough to understand children's levels of achievement and consistently provide appropriately challenging activities and resources. As a result, children are not consistently making the progress they are capable of.
- The monitoring systems and programme for staff's professional development are not focused sharply enough on raising the overall quality of teaching and experiences for children to a consistently good standard.
- Leaders do not consistently organise and deploy staff effectively during times of change to ensure consistency for children with their assigned key person.

It has the following strengths

- Staff warmly welcome parents on arrival and make time to talk to them and keep them updated about their children's day and achievements.
- Children benefit from healthy meals and snacks which are freshly prepared on the premises. Staff organise mealtimes well to help increase children's self-help skills and independence.
- Staff place a good focus on providing children with a regular and a varied range of opportunities to be physical outdoors.
- Children have a good range of opportunities and experiences to learn about the natural world, local community and the wider world.

What the setting needs to do to improve further

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

- monitor and evaluate the impact of individual staff practice, in particular the new staff, and provide staff with professional development opportunities to help raise the quality of teaching to a consistently good level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner/manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management requires improvement

Since registration there have been a number of staff changes and new staff recruited. The leadership team does not monitor the quality of teaching and use of assessment often enough, or evaluate the impact of individual staff practice to drive improvement. In particular, the new staff are not monitored closely enough and as a result, the quality of teaching is not consistently good and requires improvement. Arrangements for safeguarding are effective. Ratios are maintained and children are supervised appropriately to keep them safe. There are robust recruitment and vetting systems in place. Staff have a secure knowledge of the possible signs of abuse and neglect, and the procedures to follow if they have a concern. Overall, parents report good levels of satisfaction. They are impressed by the staff's nurturing approach.

Quality of teaching, learning and assessment requires improvement

Staff establish children's starting points on entry and regularly observe children and identify their next steps. However, staff do not consistently use this information precisely enough when planning activities. For example, on occasions, activities in the toddler room in particular, lack purpose and challenge. Teaching is not consistently good. For example, staff do not consistently offer or use a rich range of resources which quickly captures children's curiosity. In contrast, when teaching is good, such as during adult-led activities in the pre-school room, children are motivated and enjoy learning. For example, pre-school children are eager to participate as they consider how and why the ingredients change as they help to make pancakes.

Personal development, behaviour and welfare require improvement

Due to weaknesses in planning, not all children consistently benefit from stimulating activities that capture their imaginations. In addition, the key-person system is not prioritised well enough during periods of change, such as staff and room changes. As a result, some children have had a number of assigned key staff in a short period, which is unsettling for them. However, the newly assigned key staff are getting to know their children and are working towards developing a relationship with them. Staff help children learn about foods that are healthy and how to keep safe. For example, children learn about the role of the emergency services and how to keep safe at nursery and on outings. Staff support children to learn right from wrong and help them to behave well.

Outcomes for children require improvement

Not enough children, including funded two-year old children, make consistently good levels of progress from their starting points. However, children respond well to changes in routine, such as getting ready for lunch and helping to tidy the toys. Pre-school-aged children are confident talkers and enjoy group time as they talk about their interests. Children show a keen interest in the natural world. For example, children learn about other countries, animals and the changing seasons. They learn to respect each other's cultural differences. Children steadily acquire the basic skills required in preparation for school.

Setting details

Unique reference number	EY501764
Local authority	Solihull
Inspection number	1124998
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	20
Name of registered person	Prestige Childcare Limited
Registered person unique reference number	RP906022
Date of previous inspection	Not applicable
Telephone number	07891737626

Play 'n' Learn Day Nursery registered in 2016. The nursery is situated in Solihull, West Midlands. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs six staff. Of these, one member of staff holds an early years qualification at level 4, three hold qualifications at level 3 and one holds a qualification at level 2.

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