

# Play 'n' Learn Nursery

80 Tettenhall Road, Wolverhampton WV1 4TF



<b>Inspection date</b>	25 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### The provision is inadequate

- The management arrangements within the nursery are poor. There is not always a named deputy manager who is capable to take charge in the manager's absence.
- Babies are unsettled attending. Key persons do not make the most effective use of settling-in procedures to help secure babies' emotional well-being when they start.
- The deployment of staff is not always good enough, particularly at key times during the daily routine. Therefore, children's care and learning needs are not effectively met.
- Staff do not always obtain written permission from parents for all medications or keep accurate records of what has been given to children. This potentially compromises children's health and physical well-being.
- Staff do not always identify and minimise risks in the baby garden to keep children safe from harm. This specifically refers to the soft flooring, pooling water, dirty exploration trays and wet play equipment.
- The arrangements for the performance management of staff are not good enough. Staff do not have a clear understanding of their job roles and they do not benefit from consistently good opportunities to further their skills. For example, staff working with the babies have not received the required training specific to the care of babies. Overall, this means practice in the baby room is weak.
- Staff do not consistently make accurate assessments of children's development. They do not plan interesting, varied and suitably challenging activities that take account of children's individual learning needs to help them make good progress.
- Children who have special educational needs and/or disabilities and children who speak English as an additional language do not benefit from targeted support. Therefore, gaps in attainment are not always identified or appropriately addressed.

### It has the following strengths

- The nursery is welcoming and inviting. The indoor environment is clean, tidy and well laid out. The rooms are well resourced with toys and equipment suitable for the different ages of children attending.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
review the management arrangements within the nursery and ensure there is a named deputy manager who is capable to take charge in the manager's absence each day	12/10/2018
improve key-person arrangements and make more effective use of settling-in procedures to help secure babies' emotional well-being when they start	12/10/2018
improve the deployment of staff, particularly at key times, such as during daily routines, to ensure that all of toddler and pre-school children's care and learning needs are consistently met	12/10/2018
obtain written permission from parents for all medications and keep accurate records of what has been given to children	12/10/2018
improve risk assessments in the baby garden, specifically with regard to the soft flooring, pooling water, dirty exploration trays and wet play equipment, to minimise exposure to hazards and keep all children safe from harm	12/10/2018
improve the arrangements for the performance management of staff to ensure they have a clear understanding of their roles and responsibilities, and benefit from consistent opportunities to further their knowledge and skills	03/12/2018
ensure that at least half of the staff working with babies receive training specific to the care of babies, to help improve practice in the baby room	02/11/2018
ensure staff make accurate assessments of children's development and use the information to plan and provide interesting, varied and suitably challenging activities that meet children's individual learning needs and promote good progress	03/12/2018
allocate the role of special educational needs coordinator and ensure children who have special educational needs and/or disabilities and children who speak English as an additional language benefit from targeted support so that gaps in attainment are identified and appropriately addressed.	02/11/2018

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity in the baby room with the nursery manager.
- The inspector spoke to staff and held a meeting with the nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.

### **Inspector**

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are ineffective. The manager has failed to ensure that there is always a named deputy manager who is capable to take charge in her absence each day the nursery is open. Although the ratios requirements are met and children are supervised, the deployment of staff is poor, particularly at key routine times during the day. On occasion, toddlers and pre-school children miss out on their snack time and group activities are unorganised which means children are not effectively encouraged to take part. Despite the fact daily risk assessment checks are carried out staff do not effectively minimise hazards in the baby garden. This specifically refers to the uneven soft flooring, pooling water, dirty exploration trays and wet play equipment. Therefore, in the garden babies are potentially put at risk of harm. The manager does not supervise and performance manage staff well enough. Therefore, overall, staff do not have a clear understanding of how to meet the requirements of the early years foundation stage, including their teaching roles. Furthermore, staff do not benefit from consistent or appropriate professional development opportunities to upskill. For example, new staff working with the babies have not yet received the specific training required for working with this age group. Nevertheless, all staff are suitably vetted for their roles and they benefit from a basic induction to the nursery. The manager ensures that there is at least one first aider onsite at all times. This means accidents are suitably managed. The manager and staff have a suitable understanding of child protection issues and know how to handle these types of concerns. This helps to protect children from some types of harm. However, overall, self-evaluation is weak. The manager does not effectively identify all concerns and swiftly address weaknesses in practice. She has failed to take the action required to achieve good standards.

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

Despite the fact all staff are qualified, teaching is weak. Staff do not make accurate enough observations of children's development to assess their current abilities correctly. Furthermore, they do not plan activities that stretch and challenge children effectively. Staff do not provide a broad and varied curriculum that takes account of children's age, stage and individual learning needs across their different age groups. Babies, toddlers and pre-school children generally access some activities appropriate for their age of their own choosing. For example, babies enjoy some opportunities to explore sensory resources, toddlers like small-world play and pre-school children enjoy sand and water play and drawing. However, staff do not actively encourage children to take part in exciting activities. Teaching interactions are minimal because staff prioritise daily tasks. Therefore, children often become easily distracted and they do not fully become absorbed in learning. Partnership working is established with parents, other providers and professionals. Staff share a basic two-way flow of information about children between those involved in their lives. However, the manager's overview of children's progress is poor. She has failed to allocate the role of special educational needs coordinator within the nursery. Children with additional needs do not receive the help and support they need to progress well. Therefore, gaps in attainment are not closing swiftly enough and overall, children do not make good progress.

### Personal development, behaviour and welfare are inadequate

Due to the recent high staff turnover, the current key-person arrangements are weak. The manager is presently responsible for settling children in, particularly babies. This means key persons are not fulfilling all of their roles. Overall, babies are not that happy or content attending. Nevertheless, with the support of the manager overall, their care needs are adequately met. Staff manage feeding, nappy changes and sleeps according to babies' individual routines. Staff foster healthy lifestyles in the toddler and pre-school room. This includes the promotion of nutritional eating, good hygiene and daily fresh air and exercise. However, staff do not follow the nursery medication procedures robustly. Although relevant paperwork is in place for the administration of medication, including permission from parents and a record log of what is given in the nursery, this not always used. This potentially jeopardises children's health as it increases the risk of mistakes being made. Overall, staff manage children's behaviour appropriately. There are clear nursery rules and expectations, and staff gently remind children of these. Therefore, children are calm, listen and respond to staff and develop friendly behaviours.

### **Outcomes for children are inadequate**

Overall, the nursery progress rates are slow. Children do not progress well in their learning. This includes children who have special educational needs and/or disabilities and those who speak English as an additional language. Nevertheless, pre-school children are generally confident and independent. They can communicate on a basic level and they socialise well with their peers. However, despite the fact pre-school children are keen to learn, they are not supported or challenged well enough to enable them to gain all the skills they need for the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY553266
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10078633
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Play 'N' Learn Nurseries Limited
<b>Registered person unique reference number</b>	RP553735
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07523742728

Play 'n' Learn Nursery registered in 2018. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds an early education degree. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for 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.

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