

Play 'n' Learn Day Nursery

1351 Yardley Wood Road, Shirley, Solihull B90 1JU



Inspection date	16 November 2018
Previous inspection date	13 February 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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

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

- The provider has made some positive changes since the last inspection. She now manages the provision herself and has improved procedures for monitoring staff practice. However, procedures are still not fully effective in providing the coaching and training that some staff need so that all staff have a good understanding of how to fully promote children's learning.
- The quality of teaching is variable. Some staff do not use their assessment of each child's stage of development to provide them with appropriate levels of challenge while they play, so that they make the best possible progress.
- Staff practice is not consistent in providing clear guidance for children about what is and is not acceptable behaviour.
- The provider has not developed links with all other settings where children attend part-time in order to work in partnership to address children's learning needs.

It has the following strengths

- Children are emotionally secure. When children arrive staff gently encourage them to separate from their parents.
- Older children have opportunities to practise their growing skills in early mathematics and literacy. They express themselves confidently.
- Parents say that their children are always happy to attend and that communication with staff is good.

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
make sure leadership and management are fully effective in providing all staff with the guidance, coaching and training they need so that they all have a good understanding of how to fully promote children's learning	04/01/2019
ensure that the quality of teaching is consistent and all staff make best use of information gained from assessments to provide each child with appropriate levels of challenge while they play so that they make as much progress as they can.	04/01/2019

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

- implement clear and consistent strategies so that all children understand what is and is not acceptable behaviour
- develop links with other providers, to work in partnership and share information to identify all children's needs and help them to make best possible progress.

Inspection activities

- 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 joint observations with the provider who is also the manager of the provision.
- The inspector held meetings with the provider. She looked at relevant documentation, such as training information and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views and the written views of others.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management requires improvement

The provider monitors staff practice in order to identify strengths and areas for improvement. However, supervision of staff is not fully effective in ensuring that teaching is consistently good. Arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse and neglect. The provider and the deputy manager are designated persons for safeguarding and they ensure that staff are aware of the procedures to follow if they are concerned about a child. Staff are aware of potential risks and minimise these appropriately. They ensure that the premises are secure. Procedures for staff recruitment, selection, induction and suitability meet requirements. Staff share information with parents about their children's achievements, and ask parents to share information about achievements at home. However, links with other settings where children attend are not fully effective to ensure continuity for children.

Quality of teaching, learning and assessment requires improvement

Staff observe, assess and plan for children's learning. However, teaching implemented in practice does not consistently meet individual needs. Some younger children are not making as much progress as possible. For example, staff do not adopt in practice the sound strategies that they explain in discussion for promoting young children's speaking skills. Some activities that are led or supported by staff do not challenge children of mixed abilities. That said, staff promote older children's learning effectively. As they begin a cooking activity they respond confidently when staff ask them to recall the ingredients that they have used during previous activities. Children count out each spoonful of ingredients as they deposit them into mixing bowls. Staff ask children to describe the different textures. Older children are learning that numbers identify quantities, and staff challenge them to find numbers on the weighing scales.

Personal development, behaviour and welfare require improvement

Staff provide a welcoming environment and children are settled and confident. Staff identify suitable strategies for managing behaviour. However, they do not consistently put these in to practice with regard to ensuring that children are aware of behaviour that is not appropriate. Staff do not explain behaviour expectations to children or the safety reasons why children should sit down while eating. That said, overall children learn how to keep themselves safe. For example, they know that they must not run in the playroom because they might trip or collide with other children. Children are physically active in the outdoor area every day. Large play equipment provides opportunities for them to develop physical skills.

Outcomes for children require improvement

Children gain sufficient skills to prepare them for school. However, not all children are making good enough progress in all aspects of their development because of variations in the quality of teaching. Young children enjoy making large marks on a white board with marker pens. Some say that they are drawing spiders and they pretend to be frightened. Older children are learning that letters represent sounds. Children learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats before playing outside.

Setting details

Unique reference number	EY501764
Local authority	Solihull
Inspection number	10080421
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	37
Number of children on roll	14
Name of registered person	Prestige Childcare Limited
Registered person unique reference number	RP906022
Date of previous inspection	13 February 2018
Telephone number	07891737626

Play 'n' Learn Day Nursery registered in 2016 and is situated in Solihull. The nursery employs six members of childcare staff including the provider/manager who holds an early years qualification at level 6. Other staff hold early years qualifications at level 3 or level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for 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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