

<b>Inspection date</b>	19 July 2019
Previous inspection date	6 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

- Staff build strong relationships with the children. They gather information from the parents to find out about the children's home routines. This helps staff to plan activities that are of interest to the children from the start. Children are happy and settle quickly. They are confident to try new experiences and readily ask staff for help.
- Staff actively promote good behaviour. Children behave well. They share and take turns and learn to respect each other's views. They play in a friendly manner and cooperate with each other.
- Staff work closely with parents, and other settings children attend, to help ensure they meet children's individual care needs successfully. They keep parents accurately informed regarding their own child's achievements and involve them in their learning. Staff seek information about children's learning and interests at home. This helps to support good continuity in children's care and development.
- Staff use observations and assessment effectively to identify and reflect children's interests. They build on children's previous learning and plan activities to help close any gaps in children's development. Staff help children acquire a good range of skills to support their continuous learning and help them prepare for their eventual move to school.
- The manager and staff continually reflect on their practice and make positive changes to improve outcomes for children. For example, since the previous inspection, they have broadened the range of resources and altered the layout of the nursery. This has given the children more choices in their play.
- At times, staff do not provide a high level of challenge in activities to fully extend children's language and thinking further.
- Although staff attend training to help increase their knowledge and skills, the manager does not oversee the monitoring of their practice sharply enough to help develop the quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- offer a higher level of challenge during activities to aid children's language and thinking further
- build on the existing arrangements for monitoring and supervising staff's practice, to help raise the quality of teaching to the highest level.

### Inspection activities

- The inspector looked around the nursery to see where the children play. She spoke with the children, staff and manager at convenient times throughout the inspection.
- The inspector completed a joint evaluation of an activity with the manager. She talked with the manager about the quality of teaching and the impact the activity had on the children.
- The inspector spoke to the manager and staff about the children's assessments, their learning and development and the progress they make.
- The inspector took into account the views of parents and carers spoken to throughout the inspection.
- The inspector sampled a range of documentation, including safeguarding policies and procedures and evidence of first-aid certificates. She checked evidence of the suitability of the staff and documentation linked to their performance and professional development.

### Inspector

Jan Hughes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of how to protect children from harm. They keep their knowledge of safeguarding issues up to date, including the wider issues of safeguarding, such as extreme views of others. The manager and staff know who to contact if they believe a child is at risk of harm. Staff carry out detailed risk assessments to ensure children play in a safe environment. All staff have current first-aid qualifications. This helps them to deal with any accidents or injuries effectively. The recruitment and vetting procedures are robust and ensure staff are suitable to work with children. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. Staff attend training and recently attended a course on how to strengthen children's use of their hands and fingers. This has helped older children to develop their writing skills.

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

Staff use their knowledge of childcare to promote children's learning well. They provide a wide range of activities and experiences to promote children's learning. Staff interact with children and show enthusiasm as they play alongside children to provide guidance and support. They get down to children's level and motivate them successfully. This is evident as children jump in puddles and eagerly play in the water. Staff use this experience well to teach early mathematics. For example, they encourage the children to count how many puddles they jump in and to estimate the sizes of the puddles. Children enjoy books and choose favourite ones to share with staff. They snuggle close to staff and benefit greatly from the individual attention they receive.

### Personal development, behaviour and welfare are good

Children independently select their own toys to play with and are eager to move outside to try the opportunities that are on offer. They enjoy playing outside and have plenty of opportunities to exercise and use their physical skills. For instance, older children learn to catch and kick balls skilfully. Younger children learn to ride tricycles and negotiate the obstacles in the garden well. Children follow good hygiene procedures and know when to wash their hands. Staff provide children with healthy snacks, such as fruit.

### Outcomes for children are good

All children, including those in receipt of funding and children who speak English as an additional language, make good progress. Children concentrate and listen well. Children use their hands well to manipulate things. This is illustrated when they use the play dough. Younger children learn to squeeze and roll the dough in their hands, helping to strengthen their wrists. Older children cut and chop the dough into small pieces and pretend the pieces are vegetables.

## Setting details

<b>Unique reference number</b>	EY474393
<b>Local authority</b>	Derby
<b>Inspection number</b>	10106599
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Khatoon, Rabina
<b>Registered person unique reference number</b>	RP514233
<b>Date of previous inspection</b>	6 July 2015
<b>Telephone number</b>	01332 613513

Playcorner Nursery opened in 2006 and re-registered in 2014. It is situated in the Normanton area of Derby. The nursery is open each weekday, from 8.30am until 4pm, all year round, except for the week between Christmas and New Year, Eid and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. There are four members of staff, including the manager. Of these, all hold an appropriate early years qualification at level 3.

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