

# University Hospital Playscheme

Dunkirk & Old Lenton Community Centre, Montpelier Road, NOTTINGHAM  
NG7 2JW



<b>Inspection date</b>	13 August 2019
Previous inspection date	7 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Good	<b>1</b> 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is outstanding

- Staff ensure children's emotional well-being is highly prioritised. A strong key-person approach is embedded into practice. This helps staff to fully support all children and meet their care and welfare needs at a consistently high level.
- Partnerships with other professionals, schools and parents are excellent. The manager uses these relationships to help her find out about what children know and can do and their developing interests before they start the playscheme. This information is used to ensure children settle quickly and to enable staff to build on children's skills and complement their learning at school from the start.
- Staff skilfully reinforce children's excellent awareness of personal safety throughout the session. Children tell visitors about 'stranger danger' and how to cross the road safely when they visit the park. Children are developing an incisive understanding of how to assess risks when out and about and of how to keep themselves safe.
- Staff are extremely well qualified and passionate about working with children. They provide a range of excellent and challenging activities that are based on children's interests. Staff enthusiastically play alongside children. They are experts at using everyday opportunities to build on children's existing mathematical skills. For example, during role play, staff help young children to work out how many nights are in a two-week holiday.
- Staff are excellent role models who help children to understand about positive behaviours. Children independently share and take turns and resolve their own conflicts. They show a clear understanding of the rules and expectations of the setting. For example, during group times, they help new members of the playscheme learn the behaviour expectations. Children confidently call out the rules, for example to 'respect one another and to use our manners'.

## What the setting needs to do to improve further

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

- continue to build and strengthen the already excellent information-sharing with other professionals and schools, to help plan even more specifically for how children learn prior to them starting the playscheme.

### Inspection activities

- The inspector held discussions with the manager and staff at appropriate times.
- The inspector completed a joint observation with the manager and discussed the range of activities and resources on offer. She looked at the playscheme's planning and discussed this with the manager and staff.
- The inspector sampled a range of documentation, such as policies and procedures, risk assessments and information to show staff's suitability.
- The inspector observed children engaged with activities both indoors and outdoors.
- The inspector spoke to parents and took account of their feedback.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff ensure all children receive the best possible care and are kept safe from harm. They have an extensive knowledge of safeguarding policies and legislation. Staff fully understand the procedures to follow should they have any child protection concerns. The manager is knowledgeable and passionate about the provision and works closely with the staff team and parents to reflect on practice. She meets regularly with staff to discuss the activities on offer and to help to implement their creative planning ideas. Furthermore, the manager works alongside staff and observes and coaches them very effectively. She offers ideas and guidance to help maintain the outstanding teaching practice with children. The manager recognises the importance of continually networking with other professionals and schools. She aims to strengthen information sharing to help her to plan even more specifically for how children learn prior to them starting the playscheme.

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

Children immerse themselves in the interesting and exciting activities on offer. Staff skilfully adapt their teaching and support for children of different ages. They are exceptionally skilled at helping all children to play together, while still being challenged. For example, during 'the challenge of the day', children of mixed ages work cooperatively together to build a model of the Eiffel Tower. Younger children confidently communicate their ideas to older children. They work together to bring their ideas to life. Staff demonstrate their high expectations of children as they introduce language such as 'engineering' and the importance of a strong foundation. All children are extremely excited and remain completely engrossed in the activity. Staff help children to build on their already excellent communication and language skills. They introduce new vocabulary and ask appropriate questions to further test children's understanding. Furthermore, staff are superb at encouraging children to share and listen to one another's ideas. Children learn the importance of working as a team.

### Personal development, behaviour and welfare are outstanding

Children show exceptionally high levels of motivation and approach their play with enthusiasm. They describe how they enjoy attending and have a fun time. Children form new and strong friendships with children of different ages. Staff provide plenty of time for children to enjoy fresh air in the local park. Young children demonstrate their physical skills and abundance of energy as they take part in running and catching games. Children are extremely confident and independent. For example, they prepare their own breakfast and pour their own drinks. Staff actively encourage healthy eating and talk to children about any allergies they, or their peers, may have. Later on, children pretend to book a holiday and talk to the travel agent about having a nut allergy. Children gain an excellent understanding of the importance of eating healthy and safely. Staff provide experiences that help children to learn about history and value the different cultures of other people. For example, children enjoy trying foods from different countries and learn about historic landmarks.

## Setting details

<b>Unique reference number</b>	254558
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10070728
<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>	Out-of-school day care
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	University Hospital Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908058
<b>Date of previous inspection</b>	7 April 2015
<b>Telephone number</b>	0115 9420978

University Hospital Playscheme registered in 1998. The setting uses staff that are employed at the sister day nursery. Currently, there are four members of childcare staff working at the playscheme. Of these, all hold appropriate early years qualifications at level 3 and above, including one with level 5 and one with a degree in early childhood studies. The setting opens from Monday to Friday, during the Easter holidays and for three weeks in the summer. Sessions are from 7.30am until 5.30pm.

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