

# Inspection of Invitation2play

Carrington Lane Methodist Church, Ennerdale Drive, SALE, Cheshire M33 5NE

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

The owner and manager have a clear vision for the curriculum of their setting. They have a strong philosophy that children should be encouraged to use their curiosity and imagination to guide their learning. This shapes the way the setting is organised and decorated and what play equipment is provided for the children. Children enjoy using a wide range of natural materials and real-world objects. Staff have high expectations of what even the youngest children can work out for themselves. Children are encouraged to solve problems and recognise that objects can be used in a variety of ways. They are allowed to test out their ideas without staff interrupting their play.

Children are happy and settled. They move around the playrooms with confidence. Staff work alongside them and use simple questions and suggestions to build on what children already know and can do. Children learn how to keep themselves safe and to assess risks. For example, during a trip to a pumpkin farm, children assess if individual pumpkins are too heavy for them to pick up by themselves.

Children are very well behaved. They treat equipment with care and are kind to their friends. Additionally, they understand the nursery's rules, for example, that they are not allowed to enter the kitchen. They are clear about the routines and what is expected of them.

### What does the early years setting do well and what does it need to do better?

- The new manager has introduced a number of enhancements to the management of the nursery. She has reviewed policies and introduced changes to the way staff's welfare and professional development is managed. Current arrangements for staff development, to raise the already good standard of teaching to an even higher level, are still being embedded.
- Children lead their play and learning. They are self-assured learners whose interests are a starting point for the stimulating curriculum that staff plan. Staff provide activities which extend children's knowledge and develop their understanding and abilities. The use of real-world objects means staff need to assess risks throughout the day. They adjust the levels of supervision they provide for different activities to help keep children safe. Staff allow children to make choices about the activities they want to take part in and how much time they spend on an activity. Children show good levels of perseverance and concentration as they pursue their own ideas.
- Regular visits into the local community provide opportunities for children to develop their social skills and their understanding of the world around them. Children confidently select items at the local shop. They learn how to use technology as they scan and pay for their shopping. Staff help them understand

how to safely interact with dogs and their owners, who are also out for a walk. Staff introduce mathematical language and encourage children to practise their colour recognition and descriptive language when spotting passing vehicles.

- Children and staff engage in conversations, they recall past events and enjoy sharing story books. Staff also use sign language to support children who are less able to speak. Children enjoy conversations as they learn how to use cutlery and sit at an attractively decorated table at mealtimes. They are provided with healthy food which provides at least five portions of fruit and vegetables a day.
- The manager is passionate about her work to support staff's well-being. She is very aware of the pressures staff sometimes feel. She actively finds small ways to resolve problems and help staff feel valued.
- Children have many opportunities to play outside. The gardens provide exciting learning environments replicating many of the activities from inside. Children also regularly visit the local parks where they can challenge themselves on larger climbing equipment or play hide and seek within the fenced play area.
- Children's hygiene needs are well managed. Older children independently use the toilet and wash their hands. Younger children's nappies are regularly changed and appropriately disposed of.
- Parents praise the nursery's child-centred, fun approach and the atmosphere, which is relaxing and not regimented. Parents of children with special educational needs and/or disabilities feel well supported by the nursery both now and with regard to the move on to school. Parents are provided with information in a range of ways, for example, newsletters, communication books and discussions. However, not all parents feel they have enough information about the progress their child is making.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of their individual responsibility to keep children safe. They understand what would constitute a child protection concern and their responsibility to report any concerns. Food hygiene and first-aid training are completed by all staff. The mobile phone policy, which bans the use of private devices on the site, is understood and followed by parents and staff. Visitors are always supervised. A register of attendance is completed, so that staff know who is on site at any one time, to aid an emergency evacuation.

## What does the setting need to do to improve?

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

- consolidate the recent enhancements to the professional development programme to help raise staff's individual quality of teaching to the highest level
- further develop the links with parents so communication is highly successful.

## Setting details

<b>Unique reference number</b>	2506054
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10129431
<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>	1 to 9
<b>Total number of places</b>	38
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Inglis, Katie
<b>Registered person unique reference number</b>	2506053
<b>Telephone number</b>	07932566104
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Invitation2play registered in 2018. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications, five at level 3 and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Rhodes

## Inspection activities

- The inspector observed the quality of teaching during activities indoors. She also accompanied the staff and children on a walk to the local shops and park. She assessed the impact these activities have on children's learning.
- Staff and children were spoken to by the inspector during the inspection.
- The nursery manager and the inspector completed a joint observation of the lunchtime period and discussed how this part of the routine is also used as an opportunity to teach children.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and she took account of their views.

We carried out this inspection 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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