

# Inspection of Playout Steeple Bumpstead

Unit L, Blois Meadow Business Centre, Steeple Bumpstead, Haverhill CB9 7BN

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Inspection date: 18 February 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time in the nursery and are eager to attend each day. They flourish in the care of affectionate staff, who build trusting relationships with each family. Babies show the confidence to explore their surroundings and gain cuddles as they need. They especially enjoy listening to the songs staff sing and receiving praise for their attempts to stand and maintain their balance. Babies settle quickly into this nurturing environment, where staff manage their individual care needs with ease.

Older children show a positive attitude to learn and are keen to involve staff in their play. For example, they engage in conversation as they provide staff with new hairstyles in their pretend hair salon. During circle time, children show confidence as they proudly share items from home, such as a baby doll. They answer the inquisitive questions of each child and staff member in turn. Children gain competent mathematical skills as they explore the use of numbers and shapes and are challenged by staff to place items in order of size. Outdoors, children learn how to take appropriate risks in their play. For instance, with encouragement and clear instructions from staff, children bend their knees and jump from different heights.

Children follow staff's consistent expectations for behaviour. They know they need to walk when indoors, use kind hands and all help when it is time to tidy up.

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

- The enthusiastic manager has made many positive changes to the nursery, despite only being in the post for a short period of time. Following parent feedback, she has helped to increase their involvement in children's learning. For example, they now have access to a book 'lending library' and home-learning bags to share activities with their children.
- Staff know the children well and have a clear understanding of the skills children need to develop next. They carefully consider the activities that they provide to include children's interests and their preferred learning styles. The manager has worked hard with staff in each room to improve how the curriculum is planned.
- Staff provide effective support for children with additional learning needs. They work closely with parents and outside agencies to implement consistency in their approach. Staff show warmth and patience through their interactions and sensitively adapt the activities that they plan to include all children.
- Children show interest in books from a young age. Babies handle books carefully as they look at the pictures. Older children are excited to learn about authors and illustrations as staff read their favourite stories to them.
- Mealtimes are social occasions where children enjoy nutritious, freshly prepared food and time to talk with their friends. Children are especially excited to attend

on their birthday as the chef bakes them a cake to help celebrate the occasion.

- Staff use a range of ways to prepare children for the move between each room and then on to school. The newly introduced physical education sessions encourage children to follow instruction and practise changing their clothes. Children develop good levels of independence as they wipe their own noses, wash their hands and pour themselves a drink of milk at teatime.
- Staff feel supported in their role and benefit from termly supervision meetings with the manager. However, the targets set for their development do not always focus on how to further enhance their good-quality teaching. The training opportunities they have access to have more recently focused on safeguarding.
- Staff complete robust risk assessments on the areas and equipment that children use. The manager monitors any accidents and takes swift action to reduce any hazards to children. For example, if children wish to have a turn on the outdoor see-saw, then they must sit and wait on the nearby chairs.
- Parents are very happy with the care their children receive. They say their children make good progress in their development and would not consider sending them anywhere else. Parents describe the manager as extremely approachable and supportive, enabling them to share even the most sensitive of family issues.
- At times, the organisation of activities and routines for children over the age of two does not enable staff to deploy themselves well enough across each area. As staff busily attempt to oversee the many choices on offer at the same time, they are not always able to be highly responsive to children's individual needs.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of child protection issues. They are aware of the correct reporting procedures to follow if they have any concerns for a child or with the practice of another staff member. Staff are well informed about how these may differ across the three local authorities children may live in due to the location of the nursery. The systems for staff recruitment, induction and ongoing checks are thorough. This helps to ensure that all adults who work with children are deemed suitable and have the necessary support and skills to carry out their role effectively.

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

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

- establish a more focused programme of professional development for staff that helps to consistently improve their teaching of the curriculum
- review the organisation of activities and routines for children over the age of two, in order for staff to be even more responsive to children's individual needs.

## Setting details

<b>Unique reference number</b>	EY455056
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127286
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Blois Meadow Day Nursery Ltd
<b>Registered person unique reference number</b>	RP532075
<b>Telephone number</b>	01440 730520
<b>Date of previous inspection</b>	21 May 2013

## Information about this early years setting

Playout Steeple Bumpstead registered in 2012. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round, except for one week when it closes over the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Pepper

## 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 spoke with staff and children during the inspection.
- The inspector completed a walk around the nursery to find out about children's learning experiences and a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and operations director. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussions on the day and recently completed written feedback.

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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