

Inspection of Play Out Hadleigh

Crockatt Road, Hadleigh, IPSWICH IP7 6RD

Inspection date:

18 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Due to the COVID-19 pandemic, parents do not currently enter the nursery. They drop off and collect their children from the nursery door. Children readily separate from their parents, as caring staff greet them. Children enjoy the company of their friends and are quick to find them. They have regular opportunities to exercise and be active, which supports their good health and physical well-being. Children explore the outdoor area, where they develop their coordination on balance bikes as they carefully navigate around the play area. Older children develop their core muscle skills by building, and using, an obstacle course out of planks of wood and blocks.

Not all children receive the education they deserve. A high turnover of staff means that the setting relies on agency and bank staff, who do not know the children well enough to build on what they already know and can do. For example, when children bring toys to staff, they ask the children about the colour of the toys rather than challenging their thinking further. Despite this, most children enjoy their time at the nursery. Toddlers climb up the steps of the indoor slide. They smile at their reflection in the mirror as they slide to the bottom. Babies enjoy finding their toys hidden in a cardboard box. They squeal with delight as staff help them to hide the toys again.

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

- The nursery has experienced a high turnover of staff, including a new manager, over the past few months. Managers are currently experiencing difficulties in recruiting staff. As a result, the team is not yet working together to a consistently high level, and this is having a negative impact on the running of the nursery.
- Although staff supervision meetings are in place, these have not been completed since the new manager started. This means weaknesses in staff's teaching have not been identified. Furthermore, staff are unable to tailor high-quality learning experiences for all children as they have too many key children. This means children do not make as much progress in their learning as they could.
- Children have the opportunity to learn early mathematical ideas through guided activities. During an activity planned to teach children the concepts of floating and sinking, the more confident children shared their thoughts and predicted what might happen to the objects. However, the activity was not planned effectively to allow the quieter children to have the opportunity to answer questions and share their ideas.
- Children enjoy learning about letters and sounds during phonics sessions. They skilfully match the sounds of letters to their friends' names. Younger children enjoy stories with staff, who read with enthusiasm. This helps to ignite children's

interest in books. Staff sing to babies as they change their nappies and other children join in.

- Children behave well. Staff remind children of the nursery rules, such as to share and take turns. Staff offer them lots of praise and encouragement, which helps to boost children's confidence and self-esteem. For example, staff ask children to help tidy their toys away before moving on to the next activity. They encourage children to find one more item to put away, and praise their efforts.
- Staff follow children's care routines, such as changing their nappies. However, daily routines do not promote children's independence well enough. For example, staff complete simple tasks for children, such as peeling their fruit for them and taking off their aprons. In addition, good health and hygiene are not promoted as younger children wash their hands in a bowl of water that is used by other children. This has an impact on how well children are protected from the risks of cross-contamination.
- Staff gather information from parents when their children join the nursery. Staff aim to plan activities around the children's interests. However, due to the lack of consistent staff, not all children's learning experiences are tailored to meet their needs. Children are frequently moved to different rooms to meet correct staffing ratios. This has an impact on their well-being. In addition, parents are not consistently kept informed about their children's progress or how they can further support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safer recruitment procedures to help ensure that those working with children are suitable to do so. Staff, including temporary staff, have a good knowledge and understanding of child protection and safeguarding. They attend regular safeguarding training to ensure that their knowledge is current. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. Staff complete risk assessments to ensure children play in a safe and secure environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a curriculum that provides stimulating and challenging activities for all children and that builds on what they know to help them to make the best possible progress	18/06/2022

ensure that each child has a key person who can tailor learning experiences to meet their individual needs	18/06/2022
ensure children's good health and hygiene are promoted at all times, particularly in respect of ensuring that children wash their hands in running water, to prevent cross-contamination.	01/06/2022

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

- encourage staff to be more consistent in supporting children to be independent and demonstrate what they know and can do
- support staff to identify quieter children and how to include them successfully in larger group activities
- improve information-sharing with parents so that they are kept involved in and informed about their children's progress and learning, and about how they can further support their children's learning at home.

Setting details

Unique reference number	EY497944
Local authority	Suffolk
Inspection number	10240074
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	69
Number of children on roll	61
Name of registered person	Ormiston Families Enterprises Limited
Registered person unique reference number	RP901720
Telephone number	01473 826100
Date of previous inspection	5 March 2018

Information about this early years setting

Play Out Hadleigh registered in 2016. The nursery employs 11 members of childcare staff and a cook. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks a year. 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

Shelly McDougall

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.

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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