

Inspection of United Play

United Reform Church, Gooding Avenue, Leicester, Leicestershire LE3 1JW

Inspection date: 3 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident as they arrive at nursery and are greeted by their key person. Children happily turn to wave goodbye to their parents. Children are independent. They hold their own belongings and carry them into nursery. They find their name and picture on the pegs, and know they need to hang their belongings up before they go and choose what to play with.

Children are keen to join in play and activities with adults and other children. For example, with a staff member to support them, older children mix ingredients together to make yellow play dough. Staff are enthusiastic and encourage children to take their dough outside to find other items that are yellow. Children stand up, shout 'yeah!' and go to get their belongings before they go outside. Children are proud of their achievements, as staff praise them for their efforts and when they succeed.

Children work together and are respectful of one another. In the nursery 'forest area', children ask each other for ideas to contribute to stories they are making up. Staff support quieter children to engage, offering suggestions to add to their stories. Children pause to allow others to answer questions from staff. Children build a 'fire' together, add various items, such as 'prawns and fish' to it and cook them, while another child keeps the fire going.

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

- Leaders, managers and staff have a clear understanding of what they want children to learn. They have sequenced learning in place, that supports them to plan a meaningful curriculum.
- Staff know the children well. This helps them to plan individual learning for each child. Staff identify any children who require further support with their development. This includes children who speak English as an additional language and children with special educational needs and/or disabilities.
- Staff support children to develop and use new skills. For example, pre-school children are shown how to sweep up sand into a pile, using sweeping brushes and a dustpan. Children persist as they sweep up sand into a pile themselves and then manage to get it into the dustpan. Staff model and use hand gestures to show babies how to use a cup to drink. Young children watch, then hold their cup in the same way staff have shown them. They begin to drink independently.
- Children's physical development is promoted well. Babies learn how to stand up independently and staff put their arms out and encourage children to take steps. They use praise and encouragement as they count children's steps. Pre-school children climb onto tree stumps, stand, balance, then jump off. Some children have a helping hand from staff as they develop the confidence to jump

independently.

- Staff support children to understand and manage their emotions. For example, when children become frustrated when playing in the sand and take themselves to one side, staff promptly go to them. They speak to children about how they are feeling and offer ideas to support them to re-engage with the sand play. Children seek a reassuring cuddle from their key person when they need comfort.
- Leaders and managers support staff through supervision processes. These help to identify what staff do well, what they need to improve on and any further training they may need. Staff are aware of their own professional development targets, such as supporting children's learning outdoors. Staff report that managers allocate training to support them with this.
- Parents say that they are happy with the nursery. They are pleased with the ways the nursery communicates with them. For example, they get verbal information at the end of the day, they receive newsletters and parents' meetings are offered. Parents know the specific learning their children are working towards at nursery. They mention how they use this information to support their children's learning at home.
- Children's communication and language is generally supported. Staff label and repeat what children say and engage in children's play. However, they do not consistently introduce children to new vocabulary. For example, at snack time, staff say 'pear' and name items at lunch, but they do not extend or introduce conversations or ideas consistently. This prevents children from developing language beyond what they already know.
- Children are encouraged to try a range of foods, even if they have tried them before. However, these foods are not always healthy options. For example, children are given biscuits and cake for snack and at mealtimes, with no alternative food, such as fruit, to choose from. Staff do not support children to understand that cakes and biscuits are unhealthy if eaten too often.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have knowledge of the signs and symptoms of child abuse. This supports them to make appropriate referrals to prevent children and their families experiencing further harm. Managers use appropriate recruitment processes to ensure new staff members are suitable to work with children. They use well-being checks and review documentation to check the ongoing suitability of current staff working in the nursery. Staff review the environment regularly to ensure it remains safe. Staff have completed paediatric first-aid training. This supports them to respond to accidents appropriately.

What does the setting need to do to improve?

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

- further support staff to consistently introduce children to new vocabulary, to develop children's language beyond what they already know
- further develop staff knowledge about healthy and unhealthy choices, to support children to understand how to keep themselves healthy.

Setting details

Unique reference number	2546980
Local authority	Leicester
Inspection number	10205560
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	0 to 5
Total number of places	44
Number of children on roll	52
Name of registered person	United Play Limited
Registered person unique reference number	2546979
Telephone number	07506109224
Date of previous inspection	Not applicable

Information about this early years setting

United Play registered in 2019. The nursery employs 12 members of childcare staff. Of these, two hold early years qualifications at level 2, six hold qualifications at level 3, one holds a level 4 qualification and another holds a qualification at level 5. The nursery opens from Monday to Friday, with sessions between 8am and 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides before-and-after school care and holiday clubs.

Information about this inspection

Inspector

Alice Anders

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.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during the morning session.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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