

# Inspection of Into-Play Ltd

Paygrove Lane, Longlevens, GLOUCESTER GL2 0AU

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Inspection date: 18 August 2022

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

### The provision is good

Children are very secure and happy. They thrive as staff take time to get to know them and meet their care needs well. Staff nurture them considerately and professionally. Children make good progress in all areas of learning. This is because staff carefully observe and assess them. They then plan activities that provide challenge and interest. For example, pre-school children enjoy creating stories using props and familiar books. They improvise and imaginatively add characters to their own stories. Babies enthusiastically learn to pass a ball to staff and catch it when it is rolled back.

Children behave very well and are very polite. They follow the routine calmly. Children develop their confidence and a can-do attitude because they feel safe. Staff are consistent in their expectations of children. They embed the routine well, so children know what to expect. Children of all ages stay focused for long periods of time in their play and concentrate hard. For example, toddlers develop their confidence as they explore a sensory activity with rice, pasta, flour, and water. They are fascinated as the flour changes to a paste in the water. Staff model new words and ask open-ended questions to help toddlers develop their thinking skills.

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

- Children explore different festivals and experience other cultures. Staff provide children with rich experiences involving music and foods. Children explore nature in the garden. Toddlers find snails and observe them closely through magnifying glasses. They study the patterns on the shells. Staff encourage children to recall what they know by asking lots of open-ended questions. Pre-school children explore water in the water tray in the garden. They watch it flow and spread across the ground, talking about why it is happening.
- Children develop good language skills. Staff expertly model words to babies and narrate their play. They encourage babies to babble and join in rhymes. Staff repeat sentences to toddlers and extend them by adding descriptive words. Pre-school children develop a rich and descriptive vocabulary through stories and imaginative play. They use language for 'more' and 'less'. Staff encourage them to think about simple sums as they add and take away items in their play.
- Staff ensure all children have excellent care routines. Staff are very nurturing and meet the needs of babies well. They cuddle them when they need reassurance and praise them when they try something new. Toddlers are encouraged to develop their independence skills through the routines. They drink from open-top cups and help tidy up. Pre-school children select resources to support their play and clear away their plates at mealtimes.
- The special educational needs coordinator (SENCo) works well with outside agencies to support children with special educational needs and/or disabilities

(SEND). She ensures children are referred to the right agencies for support. She also ensures they receive additional funding if required. She shares children's individual targets with staff. However, staff do not always have the confidence to effectively implement activities to support these targets. This means children with SEND do not always make the most progress they can.

- Children learn about the importance of maintaining a healthy lifestyle throughout their day. The nursery cook ensures they all eat healthy and nutritious home-cooked meals. Staff engage toddlers and pre-school children in conversations about healthy food. All children spend lots of time in the garden. They get plenty of fresh air and develop their physical skills as they run, climb, crawl, jump and ride on trikes.
- Leaders and managers are committed to ensuring positive outcomes for children. The company leaders have many years of experience within the company. They use their experience and knowledge to support and nurture the team well. This means children benefit from knowing the staff and having continuity of care. The manager is new to the post and has clear ambition. However, there is currently no action plan for the improvement of practice or the environment. Therefore, although children are very well cared for and make good progress, they may not always achieve their full potential.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their duty to safeguard children. They receive regular training to ensure that their safeguarding knowledge is up to date and informed. This means they know all categories of abuse. They can easily identify potential signs of abuse and know how to take appropriate action to keep children safe from further harm. All room leaders regularly carry out health and safety checks of all areas of the nursery and take immediate action if a risk is identified. Leaders and managers have very effective systems in place to safely recruit staff and ensure their ongoing suitability to work with children.

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

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

- ensure staff follow children's identified targets to help them achieve their maximum potential
- ensure managers create clear action plans to support the whole team to continue to develop their good practice and further improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY451947
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10235932
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Into Play Limited
<b>Registered person unique reference number</b>	RP531843
<b>Telephone number</b>	01452 380662
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

The nursery was registered in 2012 and is run by Into-Play Ltd who have three nurseries. The nursery is situated in Longlevens, Gloucester. It is open from 7.30am to 6pm, Monday to Friday, all year round. The nursery receives government early years funding for two-, three- and four-year-old children. There are 14 staff. The manager has qualified teacher status, five staff have a relevant early years level 3 qualification and three have a relevant early years level 2 qualification.

## Information about this inspection

**Inspector**  
Sian Bath

## 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector and about what they enjoyed doing at the nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the senior managers for the company about the leadership and management of the nursery.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work at the nursery.

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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