

Inspection of University of Nottingham Playcentre

University of Nottingham, Lenton Fields, University Park, NOTTINGHAM NG7 2RD

Inspection date: 5 October 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at the nursery. Friendly and enthusiastic staff engage them in a variety of indoor and outdoor activities that follow their interests. Babies develop their physical skills and show perseverance as staff teach them how to kick a ball. Pre-school children giggle as they furiously pedal their bicycles, trying to catch each other. Staff support children's communication and language development at all stages. For example, toddlers and pre-school children enjoy taking part in story sessions. They recite familiar phrases as staff read to them and use props to act out parts of the story they know well. Babies make the sounds of farm animals as they play with them. Staff introduce the name of the animals, helping to develop their speech.

Staff have high expectations for children's behaviour. Children are friendly towards their friends and visitors. As pre-school children play in the forest area, staff teach and encourage them to remember the rules, and how to stay safe. For example, children confidently know that 'nettles sting you' and that holly is 'spiky' when staff ask them what plants they need to be careful of. This shows they have an awareness of how to keep themselves safe. Children have extremely strong bonds with staff. Babies enjoy being close to staff, reaching out for cuddles and comfort when needed. This shows that they feel safe and secure.

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

- Managers constantly reflect on how they can improve the nursery, making sure all children's needs are met. Senior staff support the staff in their room well, offering guidance when needed. Managers encourage staff to reflect on their practice by giving feedback during observation sessions and supervisions. Staff talk positively of the support managers give them. For example, behaviour training was sourced when staff asked for this, to enhance their skills and knowledge.
- Staff share information with parents in a variety of ways about how children can continue learning at home, and how their child is developing. Parents report their children 'love' coming to nursery, and that staff are friendly. Parents praised staff for actively sourcing training to support their child's needs.
- Staff know the children well. They carry out assessments on children as they settle in, finding out what they already know and can do. Key persons plan next steps of learning to support children's development, using their interests to plan stimulating activities. Children benefit from a curriculum that covers the seven areas of learning, enabling them to make good progress in all areas.
- Staff extend children's learning well. For example, pre-school children engage in discussions about the fish they eat at lunchtime. Children say, 'That's not fish', as it is pink. Staff discuss that salmon is pink and extend this by talking about

mackerel having stripes. Staff support children to learn about shapes and number. As children use play dough balls, they are encouraged to find which is the biggest and smallest.

- Staff recognise the diverse cultural backgrounds of the children who attend the nursery, and support children who speak English as an additional language. They use children's home language, alongside English words, to develop their speech. For example, staff use simple Spanish words as they talk to babies at lunchtime. Children learn about the world around them as they excitedly explore the forest area. They gaze in wonder when they look up to the sky as the rain falls on their faces. They learn how the rain can make trees 'slippery' and develop their imagination as they use spices in water to make 'custard soup'.
- Toddlers and pre-school children develop their independence skills. At mealtimes, staff give them opportunities to pour their own drinks and serve their own lunch. However, staff do not always recognise how they can promote babies' early independence and self-help skills. For example, when staff offer them wipes to clean their hands, they do not allow the babies to try to clean their own hands.
- Staff build on children's self-esteem by praising them for their efforts and using their manners. Staff record toddlers' achievements on 'proud clouds', which are then shared with parents, to celebrate their successes. Staff teach children about different feelings and emotions as they listen to stories. Staff engage children in conversations to discuss how they are feeling, and talk about how their behaviour could make others feel sad.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that all staff attend regular safeguarding training to help them keep their knowledge up to date. Staff have a strong understanding of how to keep children safe from potential harm and abuse, including how they can be exposed to extremist views. Staff are confident in the procedures to follow should they have concerns about children or adults. Managers are confident in their roles as designated safeguarding leads and who they should escalate and report concerns to. Recruitment procedures are robust, making sure all staff, including agency workers, are suitable 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:

- support staff to recognise how they can promote younger children's independence and self-help skills more effectively.

Setting details

Unique reference number	EY446554
Local authority	Nottingham
Inspection number	10235766
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 4
Total number of places	48
Number of children on roll	38
Name of registered person	The University of Nottingham
Registered person unique reference number	RP903101
Telephone number	0115 951 4798
Date of previous inspection	12 October 2016

Information about this early years setting

University of Nottingham Playcentre registered in 2012. The setting is open Monday to Friday from 8am to 6pm. it is closed on bank holidays, between Christmas and New Year, and for two inset days per year. There is also a playscheme providing school holiday care. The setting employs 12 childcare staff. Of these, all hold appropriate childcare qualifications, including one who holds early years professional status, two who hold teacher status and five who hold a degree in early years. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed interactions between staff and children of all ages throughout the setting.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates and suitability checks.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff during the inspection.

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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