

Inspection of Come and Play Day Nursery Ltd

Come & Play, Rushyleaze, Lydney GL15 5QW

Inspection date: 27 January 2023

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 arrive happily and excitedly at this nursery and they feel safe and secure. Staff quickly distract some children when they are sad to see their parents leave. Consequently, children quickly engage in play with staff and other children. Staff are warm and have strong bonds with children. They have high expectations of children's behaviour and support them consistently. They remind children of rules and why they are important. As a result, children behave well. For example, when playing with sand in the garden, staff remind children to be careful not to flick sand and explain that sand can go in children's eyes and would really hurt.

The nursery uses a curriculum to ensure that the skills and knowledge children learn progress through their different stages of development. Staff use activities to focus on children's personal, social and emotional development, their independence skills, their communication and language and their physical development. For example, staff noticed a gap in children's social skills and their listening and attention skills coming back to nursery after the COVID-19 lockdown. Consequently, they plan more circle times and activities that encourage children to talk to each other.

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

- Staff support children well in their play, extending their ideas and thinking. For example, children in the baby room play with play dough and staff engage them in back and forth conversations. They introduce mathematical language counting and noticing size and shapes. As a result, children stay focused in their play for extended periods of time.
- Staff support children with special educational needs and/or disabilities particularly well, using signs, visual cues and calming strategies. For example, during a small group activity, one member of staff teaches children signs for each other's names. Children then sing a 'hello' song to each other using the signs to support them.
- Parents are happy with the provision their children get at nursery. They report that the use of an online platform and a closed social media group keeps them updated with how their children are doing in nursery. Parents report that nursery staff and managers have an open door policy and will always find time to talk through any concerns or queries.
- Children show their positive attitudes to learning through their high levels of curiosity and enjoyment. For example, children ask staff to write names of their superheroes on a whiteboard. They delight together in playing with letters, words and figures.
- Children engage deeply in their play both inside and outside. For example, children playing with sand in the garden count with staff and make patterns in

the sand, which they discuss.

- At times, due to the organisation of meal times, children miss opportunities to engage in high-quality social interactions with staff and other children.
- The nursery provides information to parents about healthy lunch boxes which states what children are not allowed to bring for lunch. However, staff do not focus their attention with children and parents about which combination of foods makes a healthy lunch.
- The managers have a clear vision for the nursery to make changes for vulnerable children and to empower parents. They take children on regular outings and invite parents to go with them. For example, they go to the park, the library and the local swimming pool. These outings give children experiences they would not otherwise have and give parents confidence to take children on their own.
- The managers have a good understanding of what the nursery does well and what needs to improve. Managers consult with staff about areas of development. They write action plans together to work on and display them in each area. This means that staff are reminded daily of what areas of improvement they are working on.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and knowledgeable about their safeguarding roles and responsibilities. They are able to identify potential signs that a child may be at risk of harm including any potential signs of radicalisation. Staff are confident in the processes that they need to follow. Senior leaders have robust procedures in place that allow managers to identify any patterns and act swiftly. The staff risk assess the setting daily, both inside and outside, ensuring that it is safe for children. Staff remind children how to keep themselves safe. For example, wearing a helmet when riding a bike in the garden.

What does the setting need to do to improve?

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

- embed staff support to children and parents to increase awareness of healthy foods
- review the reorganisation of meal times to strengthen children's quality social interactions.

Setting details

Unique reference number	2615480
Local authority	Gloucestershire
Inspection number	10264038
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	45
Number of children on roll	45
Name of registered person	Come and Play Day Nursery Ltd
Registered person unique reference number	2615479
Telephone number	01594844996
Date of previous inspection	Not applicable

Information about this early years setting

Come and Play Day Nursery Ltd re-registered in November 2020. It is a day nursery that operates all year round and is located in Lydney, Gloucestershire. The nursery is open weekdays 7.30am to 6pm and there are 15 members of staff. Of these, two staff hold qualifications at level 5, 11 hold qualifications at level 3, one is qualified at level 2 and one is an early years apprentice. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ruth Glover

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 children to learn.
- The inspector talked to staff at appropriate times throughout the inspection and took account of their views.
- Children communicated with the inspector throughout the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to parents and carers about their experiences of 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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