

Inspection of Play Box Nursery

Unit 10, Building 53A, Third Avenue, The Pensnett Estate, Kingswinford, West Midlands DY6 7XG

Inspection date: 31 January 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 enter the nursery happily and quickly settle into the routines of the day. Even the newest children are content and forming attachments with staff. Babies approach staff for cuddles and reassurance. This shows that children feel safe and secure. Young children enjoy shaking and banging musical instruments as staff sing nursery rhymes. Children smile and clap with joy. This helps children with their developing language and coordination skills.

Older children delight in a game of hide and seek. Staff hide letters of the alphabet around the room. Children follow instructions, help their friends and sound out the letters they find. This helps children with their early phonics knowledge and prepares them well for their eventual move to school.

Staff have high expectations for children's behaviour. Children show kindness towards their friends. They are beginning to learn to share. For example, they work together to divide the toy cars between each other. Children intently listen to 'Keith' the puppet, who is teaching them about feelings. They giggle as Keith tells them what makes him feel excited. Staff make good use of props and humour to engage children. This helps children begin to understand different emotions and how to recognise them in an enjoyable way.

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

- Leaders are passionate about the future vision of the nursery, and they regularly reflect on how to make improvements. The recent implementation of a digital app is well received by parents. They feel that communication between home and the nursery is easier and more effective. The sharing of this key information helps children to continue their learning at home and have more opportunities to extend their knowledge.
- Parents speak very highly of the nursery. They comment that their older children were well prepared for the transition to school and say that returning to work was made easier by knowing that they can see what their children are doing from the updates they receive throughout the day. Termly face-to-face parents' meetings help to strengthen communication and build relationships.
- Staff are nurturing children's love of books from an early age. They strategically place books so that the youngest children can access them with ease and turn the pages. Staff are inspiring storytellers. Children explore sensory trays of 'Gruffalo crumble'. Older children join in with the words and run to the 'bear's cave' as they recall and act out the story. Children use their imagination, practise their speaking skills and learn new vocabulary. Building a love for books encourages children to continue reading as they get older.
- Children enjoy going outside every day. They learn to take appropriate physical

risks as they climb on the large frame. They negotiate the firefighter's pole and practise balancing on the bars with close supervision from staff. Children beam with pride as they successfully complete tricky tasks. This is teaching them to push their boundaries in a controlled manner. This builds their confidence and self-esteem.

- The quality of teaching is good. Staff gather valuable information when children start. This helps staff to know children well. Interactions between children and staff are warm and meaningful. Staff make sure that all children are included and have equal support. This means that all children feel valued. However, at times, staff ask lots of questions in quick succession, which means that children do not always get the time they need to think and respond.
- Leaders monitor and supervise staff effectively. Staff feel well supported, which is reflected in many being employed at the nursery for a significant time. Staff work well together. This continuity of experienced staff means that there is a supportive peer network throughout the nursery. It also means that children see the same staff and build bonds with their key person.
- Children learn about healthy lifestyles. They eat a balanced and varied diet of freshly prepared meals. Children have access to fresh drinking water. Hand hygiene practice is thorough. Children know to wash their hands before eating to 'kill the germs'. That said, there is further scope for children to build their independence skills. For example, staff tend to wipe children's noses or pour their drinks for them. There are opportunities to allow children to practise doing these things for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have a good understanding of the procedures to follow if they are concerned about a child's welfare. The manager follows the correct procedure if there are allegations made against staff. Staff have good knowledge of the whistle-blowing policy. The environment is risk assessed throughout the day, the premises are safe and secure. There are robust recruitment procedures in place, and ongoing checks ensure that staff working with children remain suitable.

What does the setting need to do to improve?

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

- strengthen the use of effective questioning skills to give children enough time to think deeply and have time to respond
- ensure that staff use every opportunity to encourage children to practise independence with important life skills.

Setting details

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| Unique reference number | 253817 |
| Local authority | Dudley |
| Inspection number | 10276864 |
| 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 11 |
| Total number of places | 80 |
| Number of children on roll | 222 |
| Name of registered person | Mason, Deborah |
| Registered person unique reference number | RP906739 |
| Telephone number | 01384 835535 |
| Date of previous inspection | 28 November 2017 |

Information about this early years setting

Play Box Nursery registered in 1998. The nursery employs 33 members of staff who work directly with the children, all of whom hold relevant early years qualifications at level 2 or above. The nursery is open from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am to 6pm. The nursery also offers out-of-school care for older children before and after school and during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The managers joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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