

Inspection of Child's Play Day Nursery

21 Thornhill Road, Dewsbury WF13 2SN

Inspection date: 20 July 2023

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 are happy and settled at the bright and welcoming nursery. They leave their parents confidently with a wave and a smile. Children feel safe and secure. This is because there is an effective and established key-person system in place. Children are motivated to learn and behave well. This is because staff have clear expectations. The environment is well thought out. Children have a designated creative room and are absorbed in their play. Older children enjoy exploring the concepts of 'wet' and 'dry' as they transport different materials, using a variety of resources.

Children benefit from an inclusive curriculum that is accessible to all. Consequently, all children make good progress. They enjoy a variety of engaging activities that stimulate their learning. For example, babies and younger children are excited to join in the variety of sensory experiences on offer. They explore, using their whole bodies, and paint with their fingers and toes. Toddlers giggle with anticipation as they explore toy sea creatures in a sensory tray.

Children in all age groups have access to their own designated outdoor space which is resourced to extend and enhance their individual interests. Children enjoy their time outdoors. Older children talk confidently with the inspector as they use bricks to build models of their own homes. They enthusiastically show the inspector a book with pictures of their homes inside. Children have plenty of opportunities to get out and about in the local community. For example, they enjoy frequent trips to the shops and library. Consequently, children develop a good knowledge and understanding of the world.

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

- The curriculum is well sequenced. Leaders and staff have a clear vision of what they want children to learn and why. Staff know children well and plan for their individual learning. This is because they find out what children know and can already do before they start at the nursery. As a result, children benefit from a well-sequenced curriculum that supports their individual needs.
- Children's communication development is well supported. Babies benefit from caring interactions with staff who sing their favourite songs and offer a gentle narrative as they play. Toddlers enjoy listening to stories and rhymes that are enthusiastically read by staff. Older children's critical-thinking skills are challenged as staff ask questions about the world around them. For example, children learn about the human body. They explore different organs and learn about their function. They learn new vocabulary, such as 'lungs' and 'heart', and measure their heartbeat.
- Staff are positive role models. They have clear expectations of children's attitude

to learning and behaviour. Older children are supported to regulate their behaviour and emotions well. Staff manage any unwanted behaviour swiftly and give clear explanations to children, who listen and respond well. However, younger children's behaviour is not supported consistently. Although staff act swiftly, they do not support children's understanding of their behaviour. Consequently, some children continue to display challenging behaviour.

- Children benefit from home-cooked, healthy and nutritious meals, which they thoroughly enjoy. Mealtimes are a social occasion. Children chat happily with staff about activities they have enjoyed that morning. Staff encourage children to think about making healthy choices. Children talk confidently with staff about the dentist and how too much sugar can damage their teeth. Children have plenty of opportunities to be physically active. They enjoy climbing and running outdoors as well as visiting local green spaces. As a result, children's understanding of health and physical development is well supported.
- Staff encourage children to be independent. Babies are enthusiastically encouraged to 'have a go'. They giggle with delight as they begin to walk and take steps over to their key person. Older children take the lead in daily tasks, such as setting the tables for lunch and serving their own food. They put on their own shoes and wash and dry their hands independently. However, children in the toddler room are not consistently supported to be independent. For example, some are not given opportunity to wash and dry their hands before lunch or to put on their own apron, which they are capable of. This does not help children to prepare for the next stage in their learning.
- Parents are happy with the care and education that their children receive. They are complimentary of the nursery's communication strategies and the information they receive about their children's learning and development. Parents say that leaders are very approachable and that they can talk to them about any concerns that they have. Parents are very happy with the service they receive.

Safeguarding

The arrangements for safeguarding are effective.

Children are protected and feel safe. Leaders and managers have put in place effective child protection and staff behaviour policies, which are well understood by everyone in the nursery. Written records are made in an appropriate and timely way. They are held securely where adults working with children are concerned about their safety or welfare. These records are shared appropriately and, where necessary, with consent. Leaders and staff make clear risk assessments. They respond consistently to protect children while enabling them to take age-appropriate and reasonable risks as part of their growth and development. There are clear and effective arrangements for staff development and training in respect of the protection and care of children. Staff and other adults receive regular supervision and support when they work directly and regularly with children whose safety and welfare are at risk.

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 be consistent in their behaviour management strategies, to build on younger children's understanding of behaviour expectations
- support staff to provide more opportunities for younger children to build on their independence and to do more things for themselves.

Setting details

Unique reference number	EY234154
Local authority	Kirklees
Inspection number	10301299
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	47
Number of children on roll	80
Name of registered person	Quigley, Lynda
Registered person unique reference number	RP905231
Telephone number	01924 488808
Date of previous inspection	11 January 2018

Information about this early years setting

Child's Play Day Nursery registered in 2002. The nursery employs 16 members of staff. Of these, 12 hold early years qualifications at level 3 or above, including two members of staff who hold qualifications at level 6 and one who has qualified teacher status. The nursery is open from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

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 manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of general provision with the manager.
- Staff spoke to the inspector, and parents shared their views of the nursery 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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