

Inspection of Play 2 Learn Day Nursery

78 Clapham Road, Bedford, Bedfordshire MK41 7PN

Inspection date: 15 September 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 settle quickly into the nursery. Staff obtain essential information from parents to get to know children very well. Staff use this knowledge to help children feel secure and engage in play. For example, as babies like waving their arms and tapping tables, staff offer musical instruments for them to shake and tap. This helps them learn about what their bodies can do. Staff set up the environment to create a sense of belonging for the children. Children's pictures and photos of their experiences welcome them into the nursery.

Staff offer positive reinforcement, which helps children to behave well. Children are kind to their friends and use their manners. Older children take pride in being the lunchtime helper as they give the plates of food to the other children. The others respond respectfully with a polite 'thank you'. Babies are confident and curious. They wait with delight as staff encourage them to choose a toy from a bag during a game. They explore the resources to develop all their senses. They squidge play foam in their hands and watch the diggers move about in the garden. Staff encourage children to develop a love of reading. Older children listen to staff read stories with expression. Babies snuggle up to their key person and point to pictures.

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

- The ambitious management team is developing the newly established staff team. They have high standards about how they expect staff to interact and care for children. Any concerns or incidents are handled swiftly. Managers complete all required documentation and follow all necessary processes to help ensure children receive good care and education.
- The newly established staff team welcome feedback about their work. Staff have a clear understanding of what they need to do to develop their interactions with children. Managers meet with them regularly. As a result, staff say they feel supported in their professional and personal lives.
- Staff know children well and complete regular observations and assessments to help them progress in their learning and be ready for school. The manager is an excellent role model when working in the rooms with staff and children. Staff play with children and are genuinely interested in what the children say and do. However, not all staff are highly skilled at including quieter children in play and extending their learning.
- The provision for toddlers is still being developed. At times, children in this room are not as engaged in learning with adults. The staff know children well and understand what they need to learn. However, they do not always implement the learning intentions of activities effectively. As a result, toddlers sometimes wander about less engaged in learning.

- Staff help children to develop their communication and language skills effectively. They sing songs and talk as children play across the nursery. Babies babble and use gestures to communicate their needs, which staff respond to warmly. Staff ask older children questions to help them use their thinking skills, listening to their answers. For example, when pretending to make cakes with play dough, staff ask children what is next in the cooking process. Children listen to the question and answer how they will bake it and for how long.
- Children experience the world around them when they go on outings in the local area. Staff give meaning to real-world experiences. They talk about what the different colour traffic lights mean while playing a 'stop' and 'go' game to correspond with the red and green lights. Staff provide children with binoculars to see further away and talk about the natural items children spot.
- Children with special educational needs and/or disabilities are making good progress in their learning from their starting points. Staff work closely with parents to provide continuity of care. Furthermore, they liaise with professionals to implement guidance that helps the children's learning and development.
- Children have good opportunities to develop their physical skills. Older children build strength and core control as they pull themselves up on the climbing wall. Staff support them to move their whole bodies. Toddlers poke and squish play dough to help their small-muscle development before learning to write. Babies crawl over a range of obstacles towards staff, who encourage them to continue.
- Parents are happy with the care and education provided at the nursery. There is a good amount of two-way information sharing. They like the online learning journal for daily updates about their child. Parents also comment that they value the face-to-face communication on arrival and collection. It is detailed and very reassuring as they exchange knowledge about their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff and the designated safeguarding officers understand their responsibility to safeguard children. Staff know the signs and symptoms a child may be at risk of abuse or neglect. Designated officers understand their responsibility to liaise with other agencies, such as when an allegation is made against a member of staff. There are strong recruitment procedures in place to ensure suitable staff work with children. Managers monitor practice and address any concerns to ensure staff meet their internal quality standards.

What does the setting need to do to improve?

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

- help staff develop teaching skills in the toddler room, so that intended learning for children is implemented more effectively

- strengthen teaching to be more reactive to children's various learning dispositions, so that all children have equally high-quality opportunities to learn.

Setting details

Unique reference number	219187
Local authority	Bedford
Inspection number	10310481
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	75
Number of children on roll	69
Name of registered person	Play 2 Learn Bedford Ltd
Registered person unique reference number	RP523242
Telephone number	01234 353566
Date of previous inspection	7 November 2018

Information about this early years setting

Play 2 Learn Day Nursery registered in 2000. The nursery employs 14 members of staff, 12 of whom hold appropriate early years qualifications at level 2 and above. The nursery opens all year round from Monday to Friday, 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 manager 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 the children to learn, including a meeting with the manager and early years manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of a spontaneous activity.
- 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 working in the nursery.
- Children talked and played with the inspector 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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