

# Playcare Day Nursery

Inspection report for early years provision

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**Unique reference number** EY371504  
**Inspection date** 01/12/2008  
**Inspector** Lindsay Helen Dobson

**Setting address** Brotherton Children's Centre, Low Street, Brotherton,  
KNOTTINGLEY, West Yorkshire, WF11 9HQ  
**Telephone number** 01977607407  
**Email** info@playcareltd.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Playcare Day Nursery is a private nursery run by Premiere Childcare Limited. It opened in 2008 and is situated within the Surestart Children's Centre at Brotherton, which is close to Pontefract and motorway networks. It operates from three care rooms and there is an enclosed outdoor play area.

The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. A maximum of 62 children may attend the nursery at any one time, of which 39 may be in the early years age group. There are currently 38 children on roll in the early years age group. The nursery is open each weekday from 07.30 to 18.00 except for bank holidays and one week at Christmas. There is also a wrap around provision, and out of school provision available from 07.30 to 09.00 and 15.15 to 18.00 each weekday, and from 07.30 to 18.00 during school holidays.

The nursery employs ten members of staff including the day care manager and a business manager, all staff hold or are working towards appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children are settled in a caring and welcoming environment where they are secure, happy and the effective use of policies and procedures ensure their safety and welfare. The children make satisfactory progress in their learning and development, although current observation, assessment and planning systems are ineffective. Staff work to provide an inclusive environment for the children and their parents, although currently not all children are offered sufficient challenge in their play. The sound working relationship with the parents ensures they are kept well informed of their children's daily routines. Management's commitment to self evaluation and continuous improvement enables them to identify the settings strengths and areas for development well.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems of observation and assessment to ensure children are progressing and their next steps in learning are identified, planned for and this information is shared with parents
- ensure all staff offer children sufficient challenge through their questioning and the activities and resources provided.

## **The leadership and management of the early years provision**

Children are relaxed and happy in the care of the enthusiastic staff. Effective recruitment and induction procedures ensure staff are aware of their responsibilities, and ongoing training enables them to keep up with advances in practice. Comprehensive policies and procedures have been devised and these are implemented effectively, supporting good practice and promoting positive outcomes for children. Staff spend time getting to know children and use information from parents and carers to meet individual needs, with regard to sleep patterns, meals and routines. All required records are maintained and written parental permissions have been obtained, ensuring children are cared for in line with their parents' wishes.

Children's welfare is suitably protected and promoted as staff demonstrate a secure understanding of their role and responsibilities in safeguarding. Risk assessments are completed regularly to identify and minimise hazards, ensuring children are cared for in a well maintained and safe indoor and outdoor environment.

The manager and staff team are committed to improving practice. Effective systems have been developed to monitor and evaluate the provision. These identify and address areas for improvement, in consultation with other staff members, parents and development workers. Members of staff are involved in an annual appraisal scheme, which identifies professional development opportunities. Children therefore benefit from staff's developing knowledge, however, not all staff currently offer children sufficient challenge in their play, or their questioning techniques to encourage children to think for themselves.

## **The quality and standards of the early years provision**

Children enjoy being cared for in a bright, safe and welcoming environment. They are settled and as a result move around confidently, becoming engaged in the activities and resources that interest them. There is a key person system in place that staff use effectively in most instances to meet children's individual needs. For example, children's need for rest and sleep is met on an individual basis. However, the current system for observing, assessing and planning for children's next steps is not sufficiently effective to show how they are moving forward in their learning, consequently there is limited information available to share with parents.

The learning environment is set out attractively in order for children to initiate their own play and gain independence as they choose to play alone or decide to join in group activities. For example, children sit alone in the book area listening to story tapes using the headphones, whilst other children work together to build and design with the construction bricks. Space and resources are appropriately organised, providing separate areas for children to participate in a range of activities. Throughout the setting resources are stored to allow children to gather additional equipment to further develop their chosen play.

Toddlers and pre-school children enjoy the free access they have to the outdoor play area and engage themselves in a range of activities. For example, children work well with a member of staff to build a ramp with the large construction bricks. This activity develops their ability to work together as they plan the ramp and their physical skills are enhanced as they manoeuvre the large bricks into place and confidently show their riding and balancing skills. Very young children have opportunities to develop their fine motor skills through the provision of suitable resources, such as shape sorters and musical instruments. Children actively join in with small group story time, they use props to bring the story to life as they dress up and choose the resources needed for the story of 'Goldilocks'. Children change their voices as they speak as daddy bear, mummy bear and baby bear, clearly showing their understanding of the characters.

Babies and very young children are given sound opportunities to develop their creativity, they giggle and squeal as they squeeze the corn flour through their fingers and the cooked spaghetti feels cold against their skin. There are good opportunities for all children throughout the setting to play with natural materials and these help them to develop a sense of touch, texture and smell. Children are able to see the products of their creativity displayed around the setting, which raises their self esteem.

Children are well behaved and respond appropriately to the praise and encouragement of staff. There are some positive images and resources available that depict diversity and children further their knowledge through some planned activities, such as celebrating festivals. They enjoy outings to explore the local area, these include nature walks and mini beast hunts. Visitors come to the setting to share their experiences with the children, for example, the fire officer, dog warden and nurse. Children are developing a sound understanding of keeping themselves safe through effective practice, such as regular emergency evacuation. Children develop an awareness of their own personal hygiene, for example, they know to wash their hands before eating. Children enjoy a sociable lunchtime meal, which is currently provided by the parents. However, through consultation with parents, staff are now introducing a cooked meal at tea-time which provides children with a varied and nutritious diet of fresh produce. Children independently access their own drinks and snacks throughout the day, which promotes their self-help skills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.