

Playroom Day Nursery

Inspection report for early years provision

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Inspection date

24/04/2012

Inspector

Carys Millican

Setting address

Playroom Day Nursery, Unit 6a, Sneckyeat Road Industrial Estate, WHITEHAVEN, Cumbria, CA28 8PF

Telephone number

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Type of setting

Childcare - Non-Domestic

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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 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.

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Description of the setting

Playroom Day Nursery is privately owned under a family partnership. It operates from an industrial unit on Sneckyeat Road Industrial estate in Whitehaven, in Cumbria. Children have access to a main playroom, baby / toddler room, sleep room, messy playroom, kitchen, and associated facilities. There is a secure outdoor play area to the side of the building.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 38 children aged under eight years may attend the facility at any one time, of these 38 may be in the early years age range with a maximum of 12 children aged under two years. There are currently 42 children on the roll, of these, 39 are in the early years age group. The nursery provides early years entitlement for three- and four-year old children and has established links with other local childcare providers. The nursery is open from Monday to Friday from 7am until 6pm, throughout the year, except for one week at Christmas and during all bank holidays. The setting supports children who speak English as an additional language.

The nursery employs eight members of child care staff who hold appropriate early years qualifications. One of the owners holds a National Vocational Qualification at Level 3 for teaching assistants and works jointly with the present manager who holds a Level 3 Diploma in Early Years. The nursery receives support from the local authority workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Early years children are seen to be making good progress in their learning and development through the staff's expertise and good understanding of the Early Years Foundation Stage Framework. Children settle easily through the effective procedures applied to ensure that they are happy and contented individuals who play in a well-organised, well-resourced, safe and secure environment. Children are safeguarded through the policies and procedures implemented by staff that ensure children's health, safety and welfare needs are well met. The staff's positive engagement with parents, carers, other professionals and other settings children attend contributes effectively to children's learning and development and to the enhancement of the provision. The management and staff have an accurate understanding of their strengths and areas for development through the self-evaluation process that is effectively used to ensure the continuous improvement of the nursery and outcomes for children.

What steps need to be taken to improve provision further?

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

- consider ways of maintaining children's privacy during toileting routines
- develop further systems that encourage parents involvement and contribution in their children's learning.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded. A detailed safeguarding policy is in place and staff have a clear understanding of their role and responsibility should they be concerned about a child in their care. The staff ensure children's safety at all times through comprehensive risk assessment, arrival and departure procedures and daily safety checks. Children also begin to learn how to keep themselves safe through regular fire evacuation practices. The management and staff provide an environment where everyone feels welcome and safe. Rigorous recruitment procedures are in place and all suitability checks are completed. This ensures that children are cared for by suitable persons. Daily registers are maintained to show the attendance of children, staff, and any visitors to the setting who are supervised at all times. The management maintain and review a detailed set of policies and procedures that ensure the smooth running of the nursery.

The management and staff work well together. They have a clear vision for the future development and improvement of the nursery. For example, they plan to improve the kitchen and toilet facilities. Staff development is supported well and addressed as part of regular discussion held at staff meetings and appraisal meetings. The management and staff are confident about the strengths of the nursery and clearly acknowledge their areas for development. They actively seek the views of parents, carers and staff in the self-evaluation process. The management and staff meet regularly with local authority advisers to review their practice to improve the provision and outcomes for children.

The nursery is well organised. The environment and deployment of high quality resources enables children to make choices and decisions in their play. Staff also deploy themselves well to ensure children are challenged and supported at all times during their play. Children play in a warm, welcoming and inclusive environment where a wealth of information is displayed. The provision of visual displays, resources, books and cultural artefacts are available throughout the setting. Children's understanding of difference and diversity is also promoted in planned activities celebrating special events throughout the year.

Children benefit from the positive engagement staff have with their parents and the good settling in procedures in place which ensure children feel comfortable and at ease. Home visits are initiated when required to support families and children's transition into nursery. Staff take time to talk to parents. They complete daily record sheets and provide parents with ideas on how to continue to help with their children's learning at home. These all contribute to the effective sharing of information and the continuity of care for children. Parents express a high regard for the care and service the staff provide and they are pleased with the progress their children are making. The management and staff have established good

partnerships with a number of schools and other settings children also attend. This enables the nursery to complement the learning taking place and also helps towards a smoother transition into school in the future.

The quality and standards of the early years provision and outcomes for children

Children are happy and confident individuals who benefit from the good care, activities and play opportunities provided. They are supported well by skilled practitioners, who implement the Early Years Foundation Stage effectively in their practice. Therefore, children are developing well and make steady progress towards the early learning goals. Staff obtain initial information from parents. They know their key children well and can explain at what stage of development they have achieved and what they are helping children to achieve next. This is supported through the observation and assessment processes used by the staff which effectively informs future planning. These records are shared with parents, however, systems that encourage parents to contribute to these documents are not initialised.

Children are well behaved. They develop good relationships with the staff and play well together. Children dress up and use their imagination as they play in role play areas and with small world toys. They enjoy creative activities such as making flags and playing musical instruments. Children enjoy opportunities to draw and mark make. They competently use computer programmes moving the mouse to create a colourful picture. Children's learning is promoted by staff using open-ended questions, and challenging and extending their play. Mathematical opportunities, children's language and communication skills are skilfully promoted in all activities and through practical activities and routines. Children's art work is creatively displayed, therefore, they feel valued and develop a sense of belonging.

Children enjoy outdoor play and physical activities in the newly refurbished play area. They ride on toys, play in the play house and play hoops. Children explore the environment in safety and are provided with natural materials to investigate and experiment with. They dig in the soil and talk about the potatoes, carrot and pumpkin seeds they have planted in the raised beds. Children learn appropriate hygiene practices through the good role model set by staff and through everyday hygiene routines. Children independently access the bathroom areas where they competently wash and dry their hands. However, children's privacy is not maintained using the present toileting facilities. Children are provided with healthy nutritious freshly prepared snacks and meals. They benefit from the social occasion created at snack time where their independence and self-help skills are fully encouraged.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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