

# Playcare Day Nursery

Brotherton Children's Centre, Low Street, Brotherton, KNOTTINGLEY, West Yorkshire, WF11 9HQ

<b>Inspection date</b>	21/03/2013
Previous inspection date	01/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children use well resourced, stimulating and interesting indoor and outdoor play areas. This has a positive impact on children's health and sense of well-being and helps all aspects of their learning and development.
- Each child is nominated a practitioner known as their 'special' key person. This helps children to feel happy, safe and cared for and supports their confidence building to explore and try out new things.
- Practitioners have access to training and professional development which supports their high quality teaching ensuring children make good progress in all areas of learning.

### It is not yet outstanding because

- Practitioners are not always fully effective in involving children in considering how to behave and to set boundaries. This means their high levels of good behaviour are not supported as well as possible.
- Parents are not fully informed of the nursery's activity plans which reduces their awareness of the highly focused learning that is taking place and how they can support and continue this at home.
- Children are not always encouraged to take responsibility to tidy toys and equipment away after themselves. This lessens their very good awareness of caring for their environment, their personal safety and the risks for others.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed practitioners and children during a varied range of indoor and outdoor activities and during snack and lunchtime.
- The inspector had discussions with the manager and practitioners and looked at planning documents and some of the children's development files.
- The inspector spoke with one of the owners of the nursery and a parent.
- The inspector looked at a sample of policies and procedures, record keeping, information aimed at parents, evidence of the suitability of practitioners to work with children and other documentation.
- A joint observation and operational review of the provision was completed by the inspector and the nursery manager.

## Inspector

Jackie Phillips

## **Full Report**

### **Information about the setting**

Playcare Day Nursery is a private provision run by Premiere Childcare Limited. It opened in 2008. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Surestart Children's Centre at Brotherton, which is close to Pontefract and motorway networks. It operates from two care rooms each with direct access to enclosed outdoor play areas. Children also have access to the children's centre outdoor play areas.

The nursery provides funded early education for three- and four-year-old children. There are currently 48 children on roll in the early years age group. The nursery supports children who speak English as an additional language. It is open each weekday from 7.30am to 6.00pm except for bank holidays and one week at Christmas. There is a wrap-around service and out of school provision available from 7.30am to 9.00am and 3.15pm to 6.00pm each weekday and from 7.30am to 6.00pm during school holidays.

The nursery employs nine members of staff including the daycare manager. All staff are qualified to level 3. Of these, four practitioners are further qualified to level 4 and two at level 5. A nursery cook and casual staff are also employed to work at the provision. The nursery is a member of the National Day Nursery Association and the National Childbirth Trust.

### **What the setting needs to do to improve further**

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

- involve children in agreeing codes of behaviour and taking responsibility for implementing them
  
- build upon existing information available to parents to help them be more effectively involved in the planning of children's activities and strengthen how they can support and continue their child's learning at home
  
- enhance children's sense of well-being and safety awareness for themselves and others by encouraging them to take responsibility by, for example, tidying up toys and resources they have finished using.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Practitioners have a good understanding of the revised Early Years Foundation Stage framework and organise a varied and interesting range of activities for children to help them learn. The outdoor learning environment is particularly valued by practitioners in having a positive impact on children's development, offering opportunities for doing things in different ways and on different scales than when indoors. This means children are making good progress towards the early learning goals through a wide range of experiences that take place indoors and outdoors.

Practitioners make sure they are aware of children's specific requirements so that no child gets left behind. They do this by working closely with children's parents. For example, they learn simple words and phrases to support children whose home language is not English and readily observe and monitor children whose parents have a particular concern about their child's development. Links are made with professional agencies and parallel settings children attend to ensure information is shared and to help promote continuity and consistency.

All practitioners have high expectations of children based on what they know about each child and the relationships that are formed and nurtured. This means children are challenged to make progress and do so very well because they feel settled and confident. Practitioners complete regular and accurate assessments of children's progress and use these effectively to plan a broad range of activities and learning experiences. Planning is shaped and guided by the observations practitioners make and the evaluation of what they need to do next to help children learn. This ensures that the programme for learning is personalised to help children make progress and learn according to individual need. Records of children's development are regularly shared with parents and they are invited to add their own comments. Frequent discussions take place to keep parents informed, although, the written plans that are in place are not shared very well with them. This lessens the knowledge they have about the full range of activities offered to children and reduces how they can support their child's learning at home.

Children are taught through a wide range of very effective teaching methods. For example, they are encouraged to explore, be active, persevere and share their ideas. Since the last inspection practitioners have improved how they question children to enable them to think critically. They now skilfully question children in order to help them make links in their learning, find solutions to problems, make choices and decisions and provide explanations in order to improve learning. For instance, during outdoor play children were asked to think about ways in which they could move a heavy log. A rope was suggested by one child which led to others getting involved and working together to pull the log in different directions. Following this, a child offered an idea to be a horse and a small group of children quickly became involved holding onto the rope to become horses making a delivery of carrots and potatoes. This helps children develop by sharing their ideas and working together cooperatively. Children play with a large cardboard box they have recently painted. It regularly changes into different modes of transport but when it is

decided that it will be a boat the children play extremely imaginatively, for example, looking for sharks and crocodiles. Their journey on the boat is very well supported by a practitioner who asks the children what they think the sharks and crocodiles might eat. One child makes a list. This shows children are thinking creatively and are using their imagination, knowledge and experiences to extend and enhance their play and learning. It also demonstrates an understanding of communication by discussion, listening and writing. The practitioner supervises children very well to help them make connections and provide challenges, particularly as the play is diverted outdoors to expand the fun and learning outside.

In general, children play very well with each other and firm friendships are formed. The routine of the day is very flexible and is led by the needs of the children. For example, they determine when they would like to have their mid-session snack or midday lunch. Resources are organised to help children make their own selections which helps them make independent choices and decisions. There are times, however, when the floor is littered with the resources that the children have used and have not been encouraged to tidy away. This does not teach children to take responsibility for themselves, the environment or toys and equipment they have used. It also impacts on children's understanding of preventative safety measures, being considerate to others and what will be expected of them when they start school.

Parents are encouraged to share information about their child which helps each child's key person get to know the children in his or her care very well. Trial sessions are provided to help children and parents adjust to the setting. This is carried out flexibly and sensitively. There is provision of a welcome board for new children. This particularly helps babies to settle and adjust as they can see their family photographs displayed. Their individual routine is closely followed by the practitioners. To enhance this, each key person has a box that is available to share with children and parents. Inside the box they add personal items, such as photographs, written information or a small teddy. The aim is to help the child and parents find out about their designated 'special' person to help foster a warm and trusting relationships and create firm bonds and attachments. The result is, children quickly adjust when they commence at the setting and rapidly develop in confidence, well supported by a familiar adult. The transfer into the next room for babies when they reach the age of around two years is carried out just as effectively, with good emphasis placed on making sure parents and child are confident about the transfer.

### **The contribution of the early years provision to the well-being of children**

The success of the good relationships between children and their carers supports children's confidence and self-esteem. For example, they independently use the toilet, wash their hands before eating and select a whole piece of fruit at snack time. They pour their own drinks and find a plate and cutlery if needed. If they choose to cut up their chosen fruit, they ask for the chopping board and are well-supported by an adult to hold the knife safely and correctly. At lunch time they expertly manage the contents of their lunch boxes, provided by parents, with ease. Teachers from local schools are invited to visit children in the nursery, helping both parties become familiar and reduce anxieties for

children. This shows practitioners are considering a number of ways to help children be independent and ready for when they make the transfer to the school setting.

Access to fresh air and physical exercise is a real strength of the setting. The equipment and resources are excellent and potential learning through first-hand experiences is exceptional. For instance, children use pictorial worksheets to help them hunt for bugs, spider's webs and wildflowers in the sensory garden. They play games that involve hiding in large tyres, the play house, a Tepee made from fabric and large tree branches or within the willow tunnels. They wash the outdoor play vehicles using water and a bucket and sponge, read a book in the cosy, covered area or watch how the wind moves the many mobiles that hang and change direction in the breeze. A wide range of sensory and tactile learning opportunities are provided indoors and outdoors which supports children's exploratory learning. They are encouraged to be curious and investigative which justifies the mission statement of the nursery; 'magical beginnings - inspiring futures'.

Children can play alone or within small or large groups. This helps them to share, take turns and understand about working with others. These are skills they will need for the future when they start school or attend other settings. Some children are receiving support with learning how to behave well which takes place through discussion, working with parents or a reward system. Although this is very supportive, children are not routinely involved in helping to set the boundaries for acceptable behaviour themselves, this means they are not fully aware of what is expected of them. This will strengthen how children learn the basic rules of society, how they help each other and how they develop an understanding of the difference between right and wrong. It also helps prepare them for the school environment.

The wide and varied range of resources and equipment available for children supports their learning very well. The majority of displays and areas within the playrooms are attractive. Good use of furniture and low shelving creates defined areas for learning. For example, a stimulating construction area, a well-resourced writing corner and an inspiring creative space are available. In the toddler room there is a comfortable book corner for children to use to rest or relax. An adjacent 'den' provides a secure and cosy place for the youngest children to crawl into to have a sleep or just to be alone for a while. The babies have a separate sleep area where they can rest in relative calm. This means that practitioners consider how they can help babies and children to benefit from safe and soothing spaces to relax as part of the busy day, supporting their health and well-being.

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

Inspiring leadership ensures the nursery continually meets the varied needs of all the children who attend. Constant reflection and the drive towards improvement ensures the nursery team are confident in their delivery of high quality experiences that meet the learning and development needs of all the children. Access to professional development ensures practitioners remain informed and updated. They are currently accessing training specifically tailored to meet the needs of the particular age range of children they are

working with. They are confidently implementing new ideas and evaluating their practice and routines for improvement. This demonstrates a firm commitment by the team to provide the best possible care and education for children, led by their enthusiastic efforts to improve their professional knowledge, understanding and practice.

The dedicated manager uses her time at the nursery very wisely. This includes regularly working alongside her team of colleagues on a daily basis, spending quality time with the children and parents and carrying out her required administrative and operational duties efficiently. She is passionate about her role and provides a positive role model to her team because she leads by good example. Practitioners are further supported by access to regular supervisions, face-to-face meetings, training and a performance appraisal led by the manager. This develops respect and helps them to feel valued. Some have taken advantage of gaining a recognised qualification whilst being employed at the setting and all have access to first aid and safeguarding training.

Good safeguarding arrangements are established and all practitioners have a full understanding of their responsibility to protect children and ensure they keep them safe. Recruitment procedures also ensure all staff are checked for their suitability to work with children. There is a varied range of policies and procedures that support the operation and management of the nursery, which are regularly reviewed to ensure they remain fully effective. These are shared well with parents. A very attractive prospectus and starter pack are available for parents. These give excellent information about the nursery, including details about the revised Early Years Foundation Stage. Also what they can expect the nursery to provide to support their children's care, welfare, development and education. The nursery also works closely with others involved with the care of children to ensure continuity and the meeting of individual needs.

Thorough self-evaluation takes into account the views of practitioners, parents and children. The result is a continual drive for improvement through reflection, challenge and analysis. Issues raised at the last inspection have been well addressed and now form part of the strengths in the delivery of high quality teaching and the good progress in learning for children that is taking place. The nursery team have a clear vision towards making further improvements for the provision and have high aspirations for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY371504
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	878629
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	62
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Premiere Childcare Limited
<b>Date of previous inspection</b>	01/12/2008
<b>Telephone number</b>	01977607407

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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