

# Playroom Day Nursery

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



## Inspection date

13 April 2017

Previous inspection date

10 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery managers are keen and committed. They work very well together, drawing on their individual strengths to create a strong leadership team. They invest in and support the staff team through supervision and performance management.
- Staff place high value on establishing firm partnership with parents. Parents are widely informed about the early years curriculum and are provided with many opportunities to be involved in their children's learning, in the nursery and at home.
- Children engage in exciting and novel activities that greatly support their awareness of healthy lifestyles. For example, they conduct experiments that test how far germs can spread when we sneeze, supporting a good understanding of the importance of hygiene practices.
- Children who have special educational needs and/or disabilities are supported very well through good partnership working with other professionals. Advice received is threaded effectively into planning and ensures children receive a consistent approach from all adults working with them. All children make good progress.

### It is not yet outstanding because:

- On occasion, staff do not carefully consider and plan effectively to ensure all children remain engaged during activities with mixed age groups.
- Managers do not always seek the most up-to-date information to inform even more precise monitoring of children's progress and evaluations of teaching.

## What the setting needs to do to improve further

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

- plan group activities more effectively, particularly where there is a wide age range of children, to better engage and meet the interests of all children present
- develop further the monitoring of children's overall progress to create a more precise picture of the impact of educational programmes and target support for staff as effectively as possible to continually raise the quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures and self-evaluation.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The managers and staff have a strong awareness of child protection and understand their responsibility to protect children from harm. Robust recruitment procedures are in place, including regular checks on the ongoing suitability of staff. Wider safeguarding issues are discussed and policies and procedures are firmly embedded into daily practice. Staff are well qualified and regularly access ongoing training, supporting good early years knowledge. Managers and staff are committed to making ongoing improvements. Self-evaluation is effective, accurate and includes the views of staff, children and parents.

### Quality of teaching, learning and assessment is good

Staff support children's learning well, overall, and have high expectations of what children can achieve. They facilitate and set challenges and ask well-posed questions to promote children's thinking and communication skills well. Older children enjoy using their imaginative skills in the well-resourced role play flower shop. They use the available props, such as artificial flowers, to explore their ideas and introduce a storyline to their play. Themed literature, such as gardening magazines and the well placed label writing station, support children's emerging literacy skills effectively. Babies enjoy play with bubbles. They use good physical skills as they crawl and reach out to catch the falling bubbles. Staff use their observations of children well to accurately assess learning and plan for what they need to do next. Additional funding is used successfully to support children to achieve their full potential.

### Personal development, behaviour and welfare are good

All children are happy and settled. They cheerily enter the nursery and confidently leave their parents or carers. The well established key-person system ensures children's needs are well known and met and supports children in forming secure attachments. Children behave very well and respond to staff's regular, positive reinforcement. Children receive lots of praise and cooperate very well with the nursery routine. Children develop good risk assessment skills and learn to manage their own safety. For example, they confidently explore the climbing resources outdoors, finding creative and safe ways to mount and dismount the crates, stumps and other items.

### Outcomes for children are good

All children make good progress and are confident, motivated learners. Children gain firm independence skills and demonstrate positive attitudes as they learn to respect each other. Children are skilful communicators and thinkers. They develop excellent social skills and show confidence in new and social situations. Children develop the skills they need for their future learning and in readiness for school.

## Setting details

<b>Unique reference number</b>	EY437625
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1095177
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Charlotte Wood and Margaret Wood Partnership
<b>Registered person unique reference number</b>	RP904152
<b>Date of previous inspection</b>	10 March 2015
<b>Telephone number</b>	01946591119

Playroom Day Nursery registered in 2011. The nursery is open each weekday from 7am to 6pm, all year round. In total nine staff work at the nursery, all of whom hold relevant qualifications. One of the managers holds qualified teacher status and the remaining staff are qualified at level 2 or level 3. The nursery receives funding to provide free early education for two-, three-, and four-year-old children.

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