

Child's Play Private Day Nursery

21 Thornhill Road, DEWSBURY, WF13 2SN

Inspection date	07/01/2014
Previous inspection date	06/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good because staff effectively observe and assess each child to provide an accurate picture of how well they are achieving and to identify any areas where additional intervention may be needed to support them in making the best possible progress.
- Children have access to a good range of activities and resources. These are effectively organised within the nursery for children to make some independent choices about their play, therefore children's learning is promoted.
- Staff place a high priority on supporting each child's confidence and emotional well-being. Consequently, children are happy, enjoy their time and have fun learning at the nursery.
- Parents provide positive feedback about the nursery and confirm that they are very pleased with their children's progress.
- Children's safety is promoted well through close supervision and monitoring of security and because staff teach children to keep themselves safe.

It is not yet outstanding because

- At times less emphasis is placed on giving children the time to manage their own needs.

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 activities in the playrooms, the outside learning environment and children having their lunch time meal.
- The inspector talked to children and staff and also held meetings with the provider and the manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems, the registers and risk assessments and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Dawn Lumb

Full report

Information about the setting

Child's Play Private Day Nursery was registered in 2002 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is situated in converted premises in Scouthill, Dewsbury, West Yorkshire and is owned and managed by an individual. The setting primarily serves families living in and around the local community. It operates from four playrooms over two floors in the main building and in an additional room based in a modular unit. All children share access to outdoor play areas.

The nursery employs 16 members of staff in total; of these 13 hold appropriate early years qualifications at levels 2 and 3; two are working towards a qualification at level 3 and one member of staff holds Qualified Teacher Status. They also employ a designated cook and cleaner.

The nursery is open Monday to Friday from 7am until 6pm and provides an all year round service with the exception of bank holidays. Children attend for a variety of sessions. There are currently 115 children on roll, of these 102 children are in the early years age range. It provides funded early education for two- and three-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independence skills by, for example, giving children time to use cutlery and put their coats on.

Inspection judgements

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

Staff have developed and implement a very good assessment system. This helps them focus well on planning in all areas of development for the individual child. They make regular observations and have a good understanding of the importance of supporting children's key areas of development. Each child has their own portfolio and learning journal. The portfolios enable the child's key person to plan activities specific to the child's interests and needs. For children in the pre-school room there is a section for structured activities, these relate to activities that are adult-led and based on numeracy and phonics. Parents are able to use the comment sheets to record their views. Children's progress check at age two is shared with parents and these give parents an overview of their child's learning and development. Children with special educational needs and/or disabilities are identified by staff that have the appropriate training and skills. They liaise well with parents and work with outside agencies to provide support to ensure all children are fully

included.

Staff have a strong understanding of children's interests and use this information to plan activities so that children actively engage and enjoy their learning. Parents' comment that they receive regular information, which enables them to be involved in their child's learning and that they are very happy with the nursery, their children's progress and that their children enjoy attending. Children explore the rooms with confidence to select their toys and choose the activities they would like to play with. Staff encourage and support children to help them acquire the skills to become effective early learners. They recognise that each child is unique and that they learn in different ways and at a different pace. Staff listen carefully to children and give children time to answer. They ask questions that help children make links in their learning. However, children are not consistently encouraged to develop their growing independence skills during dressing activities and mealtimes. For example, they do not always have opportunities and time to attempt to put on their own coats and for more able or older children to use a knife at mealtimes.

Children have good opportunities to access the outdoor play area. Children learn to balance and use large physical skills as they use planks and blocks to construct a walk way, with ramps and bridges to climb across. They show enthusiasm and excitement as they persist in finding ways to stop it from collapsing and solve the problem by lifting the planks and putting extra support under so that they can safely walk along it. This demonstrates children's ability in thinking out ideas to solve problems. Children show delight as they follow one another along using their arms to balance. They jump off the end and excitedly join the queue again as they acknowledge what they have achieved. Children participate in making clock pictures, colouring with paints and talk about the shape, colours and use mathematical concepts, such as o'clock and when it is dinnertime and the numbers on the clock. Children can identify and say 'that's the big hand and that's the little hand'. All staff are enthusiastic, encouraging and support children's efforts and participation. This promotes the children's confidence, self-worth and ensures the children feel valued. The environment is adorned with lots of children's artwork. This helps children to know that their artwork and efforts are valued, which supports their personal, social and emotional well-being.

Children are confident when working in small groups and enjoy helping to make a clock face together. This collective working helps to support their communication, language and listening skills. The nursery is well-resourced with designated areas to support different play and learning. Children have access to a good range of resources, such as, construction, mark making materials and a good selection of creative resources, including printing, painting, cutting and sticking activities. They have good opportunities to develop their imaginative play and to learn about people who help us and the community. They regularly go on visits to the library and trips to local attractions where they learn about their bodies in the 'All about me area. Children learn about people who help us and about their community as they, visit the fire station. Children enjoy participating in the Christmas show, singing, speaking and acting which helps build their confidence.

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

All children and their families are welcome in the nursery. Staff liaise closely with parents during the settling-in visits to help make sure children settle well. Time is taken to ensure information is gathered with regards to each child's individual needs and care routines. Staff work to make sure these needs continue to be met when the child starts to attend. Transition arrangements are good, as the staff know the local primary schools and liaise with other settings to promote as smooth a change of environment for the children as possible. The key person system works well to help children to forge secure emotional attachments and to develop confidence while at the nursery. Staff give children reassuring smiles, positive comments and cuddles particularly when they get upset or are tired. This helps children feel safe and secure and develop a sense of belonging.

Children's individual dietary needs are met effectively. They are provided with nutritious, well-balanced meals, which are freshly cooked each day by the nursery cook. Children enjoy fresh fruit and vegetable snacks. Mealtimes are sociable occasions as children talk and chat happily with one another and staff, confidently including the inspector in their conversations. Good social skills are reinforced with children, particularly during group activities, with gentle reminders to say 'please' and 'thank you'. Children learn about being kind, helpful, gentle, sharing and listening to each other.

Children are beginning to manage their own personal needs they learn about washing their hands before eating and learn about safety in their play. For example, staff explain to children why they need to stand to one side when someone is carrying a long plank, they say 'so you don't get squashed'. The outdoor play area risk assessments and security systems ensure children can play safely. Staff encouraged children to think what might happen if they do not use resources correctly, helping children learn to manage their own well-being. Children's visit to a local attraction provides staff with the opportunity to talk to children about road safety when they use the pelican crossing. Staff deploy themselves effectively so children are supervised well and receive constant interaction. The rooms for children are organised to provide the children with space to be active as well as to enjoy quieter play. Children use a wide range of resources and are able to access them to initiate their own play.

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

The provider, manager and staff team have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They work closely within the nursery to help them move the provision forward. This includes, regular team meetings and reviews to consolidate good practice with regards to children's learning, safeguarding and health and safety. Arrangements for safeguarding children within the nursery and through work with outside agencies are good. The provider, manager and staff understand their responsibilities to report concerns by following the safeguarding procedures to ensure children are kept safe.

Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Good recruitment, which includes detailed procedures for vetting and

assessing the suitability of staff are in place. Clear induction procedures help students and new staff to be confident in implementing the policies and procedures effectively. The arrangements for supervision, appraisals and staff professional development are well-considered. Children's safety and well-being are given high priority and staffing arrangements ensure that children are supervised at all times because there is an effective staff to child ratio. Staff are consistent and give good attention to daily routines and safety checks, security is of high importance, for example, throughout the nursery there is CCTV and a secure entry system ensures children are kept safe. Risk assessments are completed and daily safety checks ensure an overall safe environment is provided. Information is available with regards to cross-infection control to promote good health. The nursery has a designated cleaner, who together with staff follow a robust rota for cleaning, including equipment and toys to ensure the environment, premises and resources are safe for children.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. In addition, the effective key person system ensures children make good progress in their learning and development given their individual starting points and capabilities. Links are well-developed with other providers, such as the local schools, which strengthens the transition process between nursery and the next stage in children's learning. This also supports continuity of care and learning for each child. Staff operate an 'open door' policy and encourage parents to share their views or any concerns they may have about the nursery. The provider and manager understand their roles to ensure the continual improvement of the nursery through self-evaluation and monitoring of the educational provision. A current priority is to further extend the outdoor planning now that they have the outdoor canopies.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY234154
Local authority	Kirklees
Inspection number	947002
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	115
Name of provider	Lynda Quigley
Date of previous inspection	06/06/2013
Telephone number	01924 488808

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

