

Playmates

90 Knox Road, WELLINGBOROUGH, NN8 1HX

Inspection date

Previous inspection date

07/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 effective because staff know how to support children through regular conversations and build on what they know and can do. Consequently, children are happy, independent and active learners, who make good progress.
- The staff use the outdoor environment throughout the session to encourage physical play and exercise in the fresh air, supporting a healthy lifestyle.
- Children's safety is effectively prioritised. All staff have a knowledge and awareness of safeguarding issues, consequently, children's welfare and well-being is well promoted.
- Partnerships with parents and carers are good. Staff actively involve parents from the earliest opportunity and value their input. This enables staff to provide care that mirrors that which children receive at home, providing security and stability for them.
- Leadership and management is good. High expectations are communicated through the recruitment of well-qualified staff and a strong commitment to continuous improvement.

It is not yet outstanding because

- There is scope to improve the consistency of teaching in the baby room, as occasionally staff miss opportunities to use open-ended questions in their discussions with children, to enhance their critical thinking skills.

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.

Inspection activities

- The inspector observed activities in the setting and spoke with the staff and children at suitable points throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff and talked with the manager about her self-evaluation and improvement plans.
- The inspector took account of the views of parents spoken to during the inspection and from information included in the setting's documentation.

Inspector

Linda Newcombe

Full report

Information about the setting

Playmates was registered in 2013 and is on the Early Years Register. The setting operates from an old school house in Wellingborough and is privately owned. Children have access to two rooms, all on ground floor level, with kitchen and toilet facilities. All children share access to an outdoor play area. The setting is open each weekday from 7.45am to 5.45pm, all year round, except for bank holidays. The setting take children from three months to five years and there are currently 54 children on roll. Children attend from the local and surrounding areas. The setting employs 12 staff to work with the children, all of whom hold an appropriate early years qualification of level 3 or above, including the manager who holds Early Years Teacher Status. The setting provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already good provision in the baby room, by extending the use of open-ended questions, to develop children's critical thinking skills as they play.

Inspection judgements

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

The setting offers a friendly and welcoming environment, which is accessible to all children. Staff have a good understanding of the Early Years Foundation Stage, which they effectively use to support children's learning and development. Teaching is good, because staff have high expectations of what children can achieve. As a result, children do well in all areas of their learning and development and make good progress towards the early learning goals. Children's language and communication skills are promoted well, including those with English as an additional language. Staff carefully listen to children and get involved in their spontaneous conversation. They introduce them to new words, which extends and builds their vocabulary. They allow children time to think and respond to questions, which motivates children's critical thinking skills. They know the children well. This enables staff to plan interesting and challenging activities that meet the needs of all the children. For example older children role-play hospitals and they use stethoscopes to listen to each other's hearts. With support they count as they listen, first in Polish then in English. However, not all staff in the baby room, are consistent in using open-ended questioning techniques during children's play. Consequently, opportunities to enhance children's critical thinking are sometimes missed. Children enjoy opportunities to develop their knowledge and understanding of technology. They take turns to use the computer and negotiate using the mouse and keyboard to successfully operate programmes.

All children have free access to an outside area where they have the opportunity to take part in more physical activity. For example, children develop their building and balancing skills, by climbing on large tyres and crates. This encourages children to become confident and independent learners. All children have access to comfortable book areas, both inside and out. Children confidently select a book and share this with a familiar member of staff, who enthusiastically reads along with them. This supports children's interest in books and promotes their understanding of narratives. Letters, numbers and shapes are displayed prominently throughout the setting. Staff are skilled at supporting children to develop their knowledge of letters and sounds and mathematical concepts, through everyday routines. For example, children's names are displayed along with their photo, on their coat pegs. Staff encourage children to recognise the initial letters and sounds in words. This supports their phonic knowledge and awareness and builds the skills they need in preparation for school. All children have independent access to mark-making resources. For example, outside, children use chalks and paint brushes to make marks. Inside, older children have their own mark-making station, equipped with a range of writing utensils. These opportunities offer children the chance to practise their pre-writing skills through child-initiated play.

Staff observe children through their play. They use this knowledge combined with information gathered from parents, to plan challenging and interesting experiences which extend children's learning. This ensures that every child's learning and care is tailored to meet their individual needs. In addition, staff seek to engage and support parents in guiding their child's learning in the home environment. Parents are kept informed of children's progress through daily discussions and parents' evenings. Staff share information regarding their child's progress and identify possible next steps in their learning. Parents feel welcomed in the setting, and they are happy with the progress their children are making. Staff effectively track and monitor children's progress from their initial starting points. They produce regular summative assessments for each child, which are shared with parents and carers. This means that parents are fully involved in their children's learning and provides a cohesive approach to partnership working. In addition, it enables staff to identify any gaps in children's learning and ensuring early intervention support is put into place as swiftly as possible.

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

The setting has an effective key person system in place. This ensures that parents know who their child's key person is, while providing continuity and consistency of care for the children. Settling-in arrangements are well planned and offer flexibility to parents. Staff gather detailed information from parents, about individual home routines. Consequently, care is tailored to suit the needs of the children. This means that children settle more quickly and are confident to leave their parents and carers, as their emotional needs are well met. The organisation of the environment, supports children to become active and independent learners. Toys and resources are accessible to all children. For example, younger children are able to access treasure baskets, filled with natural resources and interesting items. These experiences help to develop children's sensory skills, by encouraging them to explore and make connections with the world around them.

Children's behaviour is managed well. All children learn about boundaries and are encouraged to take responsibility for their own actions because staff act as good role models; they instil these qualities in the children. At lunch time, staff remind children to say 'please' and 'thank you'. Children are encouraged to become independent learners. For example, they work out the right number of plates and cups needed for lunch. Once they have finished children instinctively clear away their own plates and cutlery. These routine activities effectively support children to develop the skills required to make the move to school. Babies have space to move about, crawl, stand and walk. They form close attachments with the staff, who sit at their level and join in with their play. Staff offer lots of cuddles and encouragement, through both verbal and non-verbal interactions. For example, by singing familiar songs and rhymes, they help to settle a child, who is new to the setting. Babies sleep when they need to and in accordance with their individual routines. Staff monitor them closely as they take their naps and this information is recorded and shared with parents.

Children form friendships with their peers, through sharing and learning to take turns. They build skills that develop their cooperation and communication. Staff promote a healthy lifestyle through providing daily opportunities for children to be active and they enjoy time outside, to exercise and have fresh air. In addition, staff help children to learn about taking acceptable risks in a safe environment, which helps children to learn about keeping safe. Nutritious and balanced menus provide a range of healthy meals that encourage children to understand what constitutes a healthy diet. The setting's cook is fully aware of children whom have specific dietary needs. As a result, all children's needs are well catered for. Daily routines help children understand the importance of good hygiene. For example, as they wash their hands before lunchtime they talk about why they need to wash the germs away. All children have access to fresh drinking water at all times.

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

Leadership and management of the setting are good. This is because the manager and owner work effectively together to support the staff and their continued development. They have a good understanding of their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. Effective policies and procedures ensure all staff have the knowledge and understanding they need, which enables them to successfully implement the safeguarding and welfare requirements. All staff have an awareness of safeguarding issues, which ensures children are well protected. Staff understand the procedures to follow, in the event of a concern being raised with a child and in relation to allegations against adults. Clear procedures are in place, which prohibit the use of mobile phones and cameras by staff, parents or visitors to the setting, promoting the welfare and safety of children. Robust recruitment and comprehensive induction procedures, ensure all staff are suitable for the role. During this induction, staff are continually supported and undergo training in all policies and procedures. Risk assessments and daily checks are regularly conducted and reviewed, so appropriate action can be taken to minimise risks to children.

Staff are supported well through a programme of continual professional development. This is established through identified needs from staff observations and management supervisions. As a result, there are effective systems in place to monitor the quality of teaching. All staff hold appropriate early years qualifications and the manager has attained Early Years Teacher Status. Staff contribute to the monitoring of the provision and activities by completing evaluation sheets. Staff record their observations of children and then, the manager uses this information to monitor all children's progress. Consequently, any gaps in provision are identified and solution strategies developed. For example, they plan to introduce targeted social communication groups, to further develop children's language and communication skills. This ensures that all children's progress is monitored and that appropriate interventions are sought to close gaps.

The setting has started to establish links with external agencies and other professionals. For example, they are working closely with the local children's centre, health visitors and speech therapists in order to meet the needs of the range of children who attend. Partnerships with parents are good. Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up to date with their child's progress and achievements at parents' evenings and through daily conversations with staff. Regular newsletters are sent out to parents and the setting have recently created their own website. The owner has strong aspiration for continual improvement. This is reflected in the nurseries detailed self-evaluation and their development and action plans. For example, the owner plans to develop the outside area, to incorporate further opportunities for children to experience growing and planting. Staff contribute to the development of the provision at staff meetings and through supervisions. They share ideas with parents on how learning can be further supported at home and parents are encouraged to contribute to children's learning in the setting, by commenting on their progress summaries.

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	EY470086
Local authority	Northamptonshire
Inspection number	945850
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	54
Name of provider	Kosmic Limited
Date of previous inspection	not applicable
Telephone number	01933442121

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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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