

# Playroom Day Nursery

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



## Inspection date

10 March 2015

Previous inspection date

17 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy their time at the nursery because staff plan enjoyable activities based on children's interests and developmental needs. The well-qualified staff team observe and assess children's learning and effectively track their development. As a result, children make good progress.
- Children develop a close bond and secure attachment to their key person. As a result, they develop a strong sense of safety and security, which helps to promote their physical and emotional well-being.
- Staff fully implement robust policies and procedures to safeguard children. This means that children's health, safety and welfare is well promoted.
- Leadership and management are strong. The management and staff are highly motivated in developing the nursery in order to improve the outcomes for children's learning and well-being.

### It is not yet outstanding because:

- Opportunities to further develop children's awareness of print is not used to maximum effect in the outdoor play area.
- Systems for sharing information between the nursery and the other settings children attend are not fully focused on each individual child's learning needs.

## 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 observe more print in the outdoor play area to enhance their awareness of, for example, letters, numbers, shapes and colours
- enhance the partnerships with the other settings children attend by working together to identify each individual child's learning needs, to complement their learning and development.

### Inspection activities

- The inspector completed a tour of the premises and observed children playing in the baby room, toddler room, pre-school room, craft room and the outdoor play area.
- The inspector held discussions with the manager, the staff and the children throughout the inspection.
- The inspector held a meeting with the manager and conducted a joint observation.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the policies and procedures for the nursery, and the documented self-evaluation systems that support the service.

### Inspector

Carys Millican

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are cared for by enthusiastic staff who know how children learn. Staff encourage children to be confident, independent learners who make choices and decisions in all that they do. Therefore, children acquire the necessary skills in readiness for school. Staff listen to the children and add their comments to displays and planning. By doing so they are aware of children's interests and implement the next steps in learning in their activities. Children are motivated and inspired to learn. Staff have added more sensory resources into the outdoors. However, there is still opportunity to extend children's awareness of print by displaying numbers, colours and letters, to help children become more aware that print carries meaning. Staff constantly engage children in conversations as they play. They extend children's communication and language skills through questioning, introducing new words and reinforcing statements. Parents are more involved in their children's learning by contributing to wow boards, adding comments and photographs to parents and partner sheets and by adding their thoughts into children's records.

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

Settling-in visits enable staff to speak with parents and gather all the information they require. Therefore, children's needs are effectively supported. Children also become familiar with their new surroundings and when starting they settle quickly into the nursery routine. Staff use positive behaviour management strategies and praise children's efforts and achievements. This boosts their confidence and self-esteem and as a result, children are well behaved. Children's awareness of healthy living is promoted well by staff. Staff take children for walks, so they get plenty of fresh air and exercise, and enjoy healthy freshly prepared snacks and meals. Staff help children to learn how to keep themselves safe. They line up together whenever they leave their playroom and they know what to do in an emergency. Children are well prepared for their move on to school. The nursery has established links with the local schools. However, these links do not fully extend to the sharing of children's records or activities to enable the nursery to complement the learning taking place.

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

The management and staff have a good understanding of the welfare and safeguarding requirements. The robust recruitment procedures in place ensure that all staff are suitable to care for children. Ongoing suitability checks are made through supervision sessions to assess working practices and identify training for staff's ongoing professional development to improve experiences for children. The effective monitoring systems clearly identify how well children are doing and show any gaps in their learning. The management and staff team work together with input from parents, to evaluate the service. The improvement plan identifies areas for development and the action taken. The management and staff are fully aware of the importance of working closely with parents, other professionals and outside agencies, to support children who at times may require extra help.

## Setting details

<b>Unique reference number</b>	EY437625
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1001615
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Charlotte Wood and Margaret Wood Partnership
<b>Date of previous inspection</b>	17 November 2014
<b>Telephone number</b>	01946591119

Playroom Day Nursery was registered in 2011. The nursery is open each weekday from 7am to 6pm, for 51 weeks of the year, excluding bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. In total, 10 staff work at the nursery, nine hold relevant qualifications, including the manager, who holds Qualified Teacher Status.

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