

Inspection date

Previous inspection date

2 December 2016

7 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are well qualified and offer a good quality learning experience for children. They adapt their teaching skills to take account of individual children's needs. For example, staff interact purposefully as children play to support their communication and language skills. They use strategies, such as speaking clearly, repeating words and modelling new vocabulary. Children make good progress.
- The learning environment is stimulating and interesting for children, both inside and outside. Staff are skilful in following children's interests. For example, they encourage children to look for spiders, worms and bugs in the outdoor area.
- Staff provide a warm, caring environment that welcomes children and their families and promotes respect and equality. Children are eager to attend. They make friends, build relationships and learn how to share and take turns.
- The nursery is well established within the local community. Parents speak very positively about the care and education their children receive. Staff effectively engage with parents to support children's learning in the nursery and at home.
- Children follow good hygiene routines and enjoy a broad range of nutritious snacks. They have daily opportunities to be active. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The monitoring of staff's performance is not ambitious enough to identify how the quality of teaching can be raised to the highest level.
- Staff sometimes complete tasks that some children could undertake for themselves. This does not help children to make use of every opportunity to consolidate and extend their independence skills.

What the setting needs to do to improve further

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

- extend the performance management and monitoring systems further to continue to strengthen and improve on good practice to raise the quality of teaching to the highest level
- extend opportunities for children to take on more responsibility for carrying out small tasks for themselves in order to extend their learning further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including records of children's learning and development and a selection of policies and procedures. The inspector also discussed the nursery's self-evaluation.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The manager provides strong leadership for a highly effective staff team. Staff attend additional training to extend their knowledge and acquire new skills. This contributes towards effective changes in teaching practice and has a positive impact on children's learning and development. The provider and manager regularly review and update policies and procedures so that they are in line with current legislation and guidelines. All staff are fully aware of the nursery's policies. The manager effectively monitors all children's progress. Any gaps in children's learning are quickly identified and addressed. Additional funding, such as the early years pupil premium, is spent effectively to help to promote the development of children. The arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of abuse and the action to take should they have any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff make regular assessments of what children know and can do. They share accurate assessments with parents so that they know how well their children are progressing. Children experience a wide range of opportunities to learn across all areas as they move around confidently, choosing what they would like to do next. They actively participate in a wide range of planned and free-choice activities. For example, children enjoy exploring sensory bottles. Staff get down to children's level and talk about what they are doing. Children develop their imagination as they use play dough and sticks to make a 'birthday cake'. Staff join in with their play experiences and skilfully ask questions, building on what children already know. They encourage children to talk about their friends, families and experiences they have outside of the nursery. Children enjoy talking to the staff.

Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle. They gather a wealth of information from parents and build good relationships with children so that they feel confident and secure. Children are familiar with the daily routines, helping to support their emotional well-being. Staff are good role models and manage children's behaviour effectively. They are calm and provide clear guidance about what is acceptable behaviour, such as using 'kind feet'. Staff routinely offer praise as they recognise children's efforts and achievements. This helps to support their sense of self-esteem and confidence. Children readily go to staff for support. They have good opportunities to discover and learn about the world around them. Staff plan trips to places in the local environment, such as the library and shops.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They identify their name on arrival and have many opportunities to develop their early writing skills. Children show an enthusiasm for learning. They are inquisitive about the world around them and enjoy looking at books independently and with staff. They recognise shapes, numbers and colours. All children make good progress in their learning, given their starting points and capabilities.

Setting details

Unique reference number	EY459366
Local authority	Norfolk
Inspection number	1066705
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	20
Name of registered person	Dawn Caroline Howes
Registered person unique reference number	RP512549
Date of previous inspection	7 November 2013
Telephone number	07810135529

Playplus was originally registered in 1994 and was registered again in 2013 when it moved to the grounds of Attleborough Junior School. The nursery employs six members of childcare staff. Of whom, four hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, during term time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. A lunch club runs from 11.30am until 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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