

Inspection of Play Out Ipswich

Ormiston Childrens Centre, 333 Felixstowe Road, Ipswich IP3 9BU

Inspection date: 12 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. They enjoy their time in this welcoming nursery. Children build close emotional attachments with staff, confidently going to them for a cuddle and for support with their play. Babies snuggle into staff's arms as they are given their bottles. Staff follow babies' individual routines for feeding and sleeping, promoting continuity of care. Children behave well and know what is expected of them. For example, staff use a sand timer to help children learn about taking turns on the trampoline. Children know when their turn is finished, and it is time for another child to have a go. They respond very well to this and readily get off the trampoline as soon as the sand runs out. Children enjoy the praise they get from staff for their individual efforts.

Children enjoy their play and learning, both indoors and outside. They have a positive attitude to learning, developing the skills needed to be ready for the next stage in their learning, such as moving on to school. Overall, staff support children's language and communication skills well. Children become confident communicators. Staff model taking turns in conversation and introduce new vocabulary. They respond well to the gestures and babbles of babies.

What does the early years setting do well and what does it need to do better?

- Staff know where children are in their learning and what they need to do to promote their continuing progress. Overall, children benefit from meaningful learning. However, staff in the pre-school room do not pay the same attention to planning for outdoors as they do indoors. They do not consistently consider a wide range of activities when planning for the outdoor environment, to fully support those children who learn best when outside.
- Staff respond well to children's interests. For example, at this inspection, children in the toddler room were getting ready to come in from the garden for lunch when they started showing an interest in looking for insects. Staff encouraged the children to think about what ladybirds might like. Children suggested leaves and grass. They put leaves in buckets, with the promise that this would be followed up after lunch. Staff ensured that they did continue with this interest.
- Children are familiar with the consistent routines that effectively promote their sense of belonging. They enjoy sitting together for snack and meals, although, sometimes, staff do not always promote this time well enough as a social occasion or to promote children's independence. Despite this, children do have a lot of opportunities to do things for themselves, such as putting on their coat and boots to go outside. Children manage their personal hygiene needs relevant to their age and stage of development.
- Children are learning about feelings and how their behaviour might have an

impact on others. Staff use positive reinforcement that focuses on what they want children to do. For example, they remind children to walk, rather than telling them not to run. Children know to use 'kind hands' when playing together. Unwanted behaviour is managed sensitively by staff, who gently remind children of the 'golden rules'.

- Children with special educational needs and/or disabilities are supported well. The member of staff responsible for coordinating the provision for these children is knowledgeable about her role, helping to ensure that they make the best possible progress.
- The setting is led and managed well. The management team has effective systems for evaluating the provision. These contribute to the drive for improvement in all areas. Staff are enthusiastic, motivated and work very well as a team. Managers encourage staff to develop their skills through regular supervision meetings. They recognise and celebrate staff contributions through an annual awards ceremony.
- Staff are committed to working together with parents. Partnerships are well established. Parents receive regular updates about their children's day. Staff encourage parents to remain involved in children's learning. Parents' written testimonials demonstrate the high regard they have for the setting. They are happy with the provision and feel confident that their children's individual needs are being met. Parents state that their children have 'flourished under the care and supervision' of the staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children can play safely, both indoors and outside. They carry out risk assessments and these are updated as necessary. Staff ensure that they know where children are at all times. The management team ensures that all staff complete regular child protection training. Staff have a good awareness of the indicators of abuse. This includes wider safeguarding issues, such as the 'Prevent' duty. Staff know how to follow the robust processes to report concerns about a child or colleague.

What does the setting need to do to improve?

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

- make better use of a range of activities in the outdoor area to promote all children's progress
- support staff to maintain the quality of teaching and interaction with children at routine times, such as snack time.

Setting details

Unique reference number	EY477738
Local authority	Suffolk
Inspection number	10236914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 11
Total number of places	52
Number of children on roll	113
Name of registered person	Ormiston Families Enterprises Limited
Registered person unique reference number	RP901720
Telephone number	01473 724549
Date of previous inspection	9 May 2019

Information about this early years setting

Play Out Ipswich registered in 2014. The setting employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, from 7.30am until 6pm, for 51 weeks a year. A holiday club operates in school holidays for school-aged children from Reception to Year 6. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with one of the managers.
- The inspector held a meeting with the provider and the managers.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector through written testimonials.

We carried out this inspection 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.

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