



Playdays Day Nursery & Nursery School Ltd

Inspection report for early years provision

Unique Reference Number	EY266832
Inspection date	07 June 2006
Inspector	John Edwin Warren / Jane Elizabeth Chappell
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Registered person	Playdays Day Nursery & Nursery School Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Playdays Day Nursery opened in September 2003. It operates from a completely refurbished building. There are six playrooms, two offices, children's cloakrooms, two kitchens, a staff room and staff toilets. The nursery serves the local area. The nursery is registered to accept 61 children under five years of these no more than 46 may be under two years. An out of school project is also registered on this site and occupies one room in the adjacent college. There are currently 85 children on roll in the

nursery, this includes six children in receipt of nursery funding. Children with English as an additional language attend the nursery. The nursery welcomes children with special needs. In the after school project there are no children on roll as the group will not offer a service until September 2006.

The Nursery opens five days a week all year round. Sessions are from 08:00 until 18:00 all year round including a holiday project.

There are currently 20 full time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from for the local authority. The Pre-school room has Montessori equipment and uses both of the concepts from the Early Years to the Montessori.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the good support of a staff team who understand how they grow and develop. Children are able to visit the toilet according to their need. This flexibility of routine allows them to pursue their own interest without interruption. Children's signs of tiredness are recognised by a knowledgeable staff team, who provide an environment where the children's individual needs are met.

Children are provided with healthy choices at snack and mealtimes. Their individual dietary requirements are being met. There is good communication between staff and parents and all these requirements are carefully recorded. Food and drinks are provided for the children at regular times that are healthy and nutritious. Children are introduced to foods that may be different from their own culture. Children are learning the importance of good personal hygiene and have a basic understanding of why they must wash hands after visiting the bathroom. However children are not provided with the opportunity to wash their hands before the morning snack time.

Children's health is protected because staff ensure that good sickness procedures are implemented whenever necessary. If children require medication whilst attending the nursery, staff ensure there is accurate recording and clear communication between themselves and the parents. Children also benefit from a staff team that has sufficient members who have an up-to-date first aid qualification.

Children enjoy the opportunity to engage in regular exercise in all weather conditions. They are well protected from the elements, for example, in hot weather children wear hats and sun cream is applied. The children move well at speed both on foot and on wheeled toys. The children particularly enjoy the undulating surface of some areas of the garden running up and down the hills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play freely and with confidence in a safe and secure environment. Children benefit from delegated members of staff who carry out regular risk assessments. The health and safety monitors work closely with all staff members to ensure risks of any accident occurring are minimal. Children are protected from minor accidents occurring because staff follow safety procedures that have been implemented carefully. For example, notices on all doors ask people to knock before entering, staff ensure children are clear of the area before they allow the adult entry. Children remain safe on outings because ratios of staff to children are kept to an easily manageable level. Children are learning how to keep themselves safe whilst at the nursery, for example, children are reminded not to run in the rooms or they may hurt themselves. They are beginning to understand the outcomes of their actions. Younger children are learning simple rules of safety and understand that there is a balance between freedom and limits. For example, they are able to run safely in the outside area but know that they must not play alongside the building where they cannot be seen.

Children benefit from a range of resources available to them that are safe and suitable for their use. Staff in all rooms take responsibility for checking the equipment so that it remains safe for the children's use.

Children's welfare is protected by a staff team who have a good knowledge of the child protection procedures. They are aware of the signs and symptoms of abuse and clearly know what action to take if they have any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with good opportunities to view a variety of symbols and marks made by various cultures. In the baby room children enjoy the opportunity to make marks freely on their own. In the toddler rooms however these opportunities are offered on a less frequent basis. Young children benefit from being creative in other areas, for example, with sand, water and music. They experiment with water observing the changes in the size of the splash if water is dropped from a great height. Children spend time with their peers being imaginative, for example, they pretend to cook meals that are familiar to them and make announcements to the group about what is being made. Young children are making connections and are able to sort and match, for example, they match the dustpan with the brush when they play sweeping up. Young children enjoy being together in groups and are starting to form positive relationships. They enjoy being active participants in story time and retelling the story with their peers. Children enjoy re-enacting the story in the long grass in the garden, pretending they are going on a bear hunt. Babies benefit from spending considerable time on a one to one basis with a familiar adult. The babies are starting to find their voices because of the support of staff who respond to their babbles. Staff make themselves available to listen to the children, and encourage them to share their stories by asking many open ended questions. Children talk confidently about their close family and can recall recent events. Children are given the opportunity to make choices and have an understanding of why the adults in the nursery have to sometimes say "no", for example, children want

to put on coats for the garden when the weather outside is very hot and do not want to apply sun cream. Staff explain to children the reason for their decisions.

Planning for children under three in the nursery is very good. Staff use the profiles developed by the nursery to record their observations. Observations are short and precise. Staff use children's work and photographic evidence to illustrate observations made. All rooms are responsible for their own planning. They clearly assess each activity and plan for the next stage in each individual child's development.

Nursery Education

The quality of teaching and learning is good. Children are interested and motivated to learn. They concentrate well and show enthusiasm in nursery themes and projects. Children are encouraged to develop confidence through gentle persuasion. For example, they are asked to say "hello" to their peers at circle time and choose songs that are of interest to them. However children who are reluctant to join in are not pressed. Children are given the opportunity to form relationships with their peers. For example, at snack times children are able to choose who they sit next to and are allowed time to converse with them. Children respond well to the open ended questioning used by the staff team. They talk excitedly about their weekend and listen to the stories of others. Children understand that print carries meaning. They participate in story time and repeat familiar words. Children enjoy spending time writing and can write recognisable letters. Children use mathematical language in all areas of their play, for example, they compare how high each other jumps. They make good use of their calculation skills to solve simple problems. Children look closely at the world around them and make accurate observations, for example, as they search the garden for bugs they notice that grass under the stones is brown. They comment that this is because it was covered up and could not see the sun or receive any rain. Children have some access to information and communication technology. However this is only for one session a week. Therefore children do not have the opportunity to consolidate any new skills learnt. Children are provided with a variety of mediums for creative play and model making. However freedom to explore these independently is limited. Children enjoy musical sessions and sing songs from memory which are familiar to them and their peers.

The teaching provides realistic challenges for all children in the group. Staff have good knowledge of the Foundation Stage. They understand how children learn and progress onto the next stage of development. This is very clearly reflected in their planning. Staff make regular observations of individual key children and link these to the overall planning.

Helping children make a positive contribution

The provision is good.

Children enjoy playing in an environment where they have equality of access to all equipment regardless of their gender, for example, boys choose princess dressing up outfits. Staff and other children are very complimentary about how they look. Children have an understanding of faiths and festivals that are different from their own. Staff

are very knowledgeable and value all faiths ensuring that information shared with the children is positive and accurate. Children benefit from being able to access a good range of resources that positively reflect ethnicity, culture, disability and gender. Children with special needs and disabilities benefit from the support of a staff team that have a willingness to work with parents and other professionals in partnership. The special educational need co-ordinator attends training sessions and works closely with the local authority inclusion team in early identification.

Children's behaviour is good. They understand the needs of others and the consequences of their actions if they misbehave. For example, they know it is good to share and not acceptable to push their peers or it could hurt them. Children respond well to praise and understand the rules within the nursery. Spiritual, moral, social and cultural development is fostered. Young children's needs as they settle into the nursery are valued, for example, they are able to bring objects to the nursery that are of comfort to them. Children receive the full attention of staff when communicating with them, for example, whilst reading stories to the children they ask for their input.

Partnerships with parents is good. The effective communication between staff and parents ensures that parents are involved in the children's learning. They receive good information about the educational programme and are kept well informed about their children's progress and achievements. Parents views are sought and acted on with regards to their children's learning. For example, they receive or have access to a good range of policies and procedures. Parents evenings are arranged twice a year and a special meeting is arranged for parents of children who will be leaving for school. Parents are given feedback through children's diaries and verbally. Parents are invited to add their own comments to the children's records. Staff organise their time so that they are available to talk to the parents at both ends of the day.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. All children are confidently self selecting their own play and learning experiences. The layout of the rooms for younger children make access to resources very simple. All staff are inducted into the nursery well. There is a clear procedure for them to follow. During the induction process the senior management team supervise them to ensure they have fully understood the expectations of the nursery. All staff are knowledgeable about the nursery's policies and procedures. They know the most effective course of action to take in any event, for example, if a child is uncollected. Staff work very well as a team, for example, covering a room in the absence of a colleague to ensure stability in each room. Children therefore benefit from the support of a familiar adult even when their own keyworker is absent.

Leadership and management is outstanding. The manager communicates extremely well with the staff team and offers them excellent guidance. Her exceptional organisational skills allow her to spend time in each room on a daily basis, observing and monitoring the staff team. She is skilful in judging the nursery's current strengths

and weaknesses. She gives each room an evaluation of her observations and then gives her support to extend on the nursery's good practices, for example, role play on effective questioning for children. Workshops are devised and attended by all staff, for example, behaviour management training. This method of training ensures that all staff have a consistent approach when working with the children. The manager embraces support and training from outside agencies. She is very good at ensuring that any positive knowledge gained is well implemented into the nursery.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery were given a number of recommendations. They were to ensure registration systems for staff and children included all the relevant details. This has been completed ensuring accurate record of all children and staff on site. The nursery was also asked to record staff supervision. The manager carries out regular supervision and appraisals, allowing her to identify the strengths and weaknesses of each staff member. Finally the nursery was asked to provide children with a range of materials that promote equality. The nursery has provided the children with greater resources and is committed to continuing to build on resources in this area.

Complaints since the last inspection

There has been one concern raised since the time of the last inspection. A concern was raised relating to National Standard 1, suitable person and National Standard 2, organisation. An unannounced visit was made by an Ofsted inspector to the nursery. In agreement with the manager three actions and two recommendations were raised. The nursery has taken action to ensure these have been met. The nursery remains registered.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children wash their hands before all meals
- ensure children are provided with the opportunity to make marks independently

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are provided with more opportunities to explore information and communication technology
- provide children with opportunities to create independently with a variety of mediums

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