



## Playaway Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331082
<b>Inspection date</b>	07 July 2006
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<b>Registered person</b>	Funcare limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Playaway Day Nursery opened in 2006 and is situated in Harrogate. The nursery is privately owned and operates from three playrooms on the ground floor and three playrooms on the first floor supported by a sleep room. There is a small annexe at the rear of the building which is used by the pre-school children. There is access to a secure outdoor play area to the front of the property.

The setting is open five days a week throughout the year, from 07.00 until 18.00. The

setting provides full day care for 62 children aged from 0 to 5 years. There are currently 80 children aged from 3 months to 4 years on roll. Of these, 20 children receive funding for nursery education. Children attend for a variety of sessions and are drawn from the local and wider community. The setting currently supports a number of children with special educational needs.

The nursery employs 20 staff and 14 of the staff, including the manager hold appropriate early years qualifications. Four members of staff are working towards a qualification. The nursery receives support from an advisory teacher and the emphasis is on learning through play.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Good hygiene practises are in place. Different methods for promoting personal hygiene are used, for example, there is soap and paper towels available in the toilets and staff wear gloves and aprons during nappy changing. The staff are good role models, they wash their hands after toileting, nappy changing and before serving food. The children are encouraged to wash their hands after toileting and before eating and understand the reasons why.

The children benefit from the diet they receive as meals and snacks are healthy and nutritious. The nursery employs a cook, a menu is displayed for parents to see, meals are freshly prepared and the only drinks which are offered are either water or milk. Children have independent access to drinks at all times and babies are offered drinks regularly. All staff are fully aware of individual dietary requirements and preferences which are discussed in full with parents.

The staff treat mealtimes as an opportunity to help children enjoy their food and become independent in feeding themselves. As a result, young children have many opportunities to feed themselves using fingers, forks and spoons. The staff effectively recognise the signs of tiredness in babies and young children.

Babies and young children make sense of and respond to what they see, hear, touch, smell and feel. The staff encourage young babies and children to enjoy sensory experiences, such as sand, water, spaghetti and natural materials.

Babies' emotional needs are well met as they receive plenty of individual attention and cuddles. They are made to feel special by significant persons and parents handing young babies directly to each other at the beginning and end of the day. Practitioners recognise that children need a predictable environment in which to feel safe which encourages independence. Staff are aware that changes of staff or moving to another room may temporarily affect confidence. The staff are effectively deployed so that a significant member of staff is available to care for the babies and young children at all times.

The children have daily opportunities for fresh air and outdoor play, such as visiting

the pet shop, the Stray and accessing the outdoor play area. Children are able to use a good range of small and large apparatus with confidence, control and coordination. They handle tools, objects, construction and malleable materials safely and with increasing control. Children can manage their body to create intended movement, for example, when pouring drinks. The children show a clear preference to using their right or left hand, for example, while cutting with the scissors. They show an awareness of their own needs in relation to eating and hygiene.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The children are cared for in a clean and generally well maintained environment. The premises are currently being improved throughout by the new owners, for example, there are new carpets on the first floor. An additional outdoor play area is being developed for the pre-school children and there are plans to replace the flooring on the ground floor as it is worn. The environment is welcoming and benefits from being recently redecorated. Parents and children are warmly welcomed on arrival and the children's work is attractively displayed on the walls.

Children benefit from a suitable range of safety measures, for example, through the use of socket covers, safety gates and a secure outdoor play area. They are developing an awareness of safety through practising emergency evacuations regularly. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted. The system for managing access to the premises is good. Unauthorised persons are unable to gain entry and there is a record of visitors.

There is a good range of toys, furniture and equipment available, which meets the needs of all children attending, for example, bean bags. Toys and resources are in satisfactory condition and are regularly checked. Staff use toys, equipment and materials effectively to ensure children are provided with an interesting range of activities that promote their learning in all areas, such as age appropriate utensils for eating and child-size tables and chairs.

Child protection procedures are satisfactory. The setting has a child protection policy in place which is shared with parents. Senior staff have attended child protection training and this is covered during staff inductions. As a result, the staff know the possible signs of abuse and the reporting procedure. The setting has access to child protection contact details.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff working with the younger children have attended Birth to three matters training. They confidently implement the framework and planning and assessment systems are effective for this age group. Young children enjoy attention and being physically close to other children and familiar adults, for example, while being bottle fed.

Activities are well-organised and the children are involved in a balanced range of activities both inside and outside, which supports and promotes their all round development, for example, sand, paint and water. Children relate and play well with their peers and the children are happy and settled. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage. The staff are interested in the children and value what they say and do. They consistently talk and listen to them, ask questions to make them think and respond enthusiastically giving praise and encouragement. The staff manage the children effectively, the quality of their interactions significantly enhances the children's development.

## Nursery Education

The quality of teaching and learning is good. Most of the staff have attended training on the Foundation Stage and competently put this into practice. They show a good knowledge of the Foundation Stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children, such as making jellyfish pictures. Assessment records clearly show the children's approach to learning and their achievements and progress. However, these do not identify what needs to be included in planning for children's individual next steps in learning.

The children are confidently using new words, such as tentacles. There are good opportunities for the children to link sounds to letters and they are competent in naming and sounding letters of the alphabet. Children use language to imagine and recreate roles and experiences. They use their vocabulary to reflect the breath of their knowledge, for example, a four-year-old explained that the nursery hamster is nocturnal and comes awake at night. Older children are able to use talk to order and sequence events. There are limited opportunities for children to practice writing for a purpose. More able four-year-olds confidently write their own name. Children know how to use books, most children understand that print carries meaning and can recognise their own name.

The children enjoy counting and older children can count beyond ten. Children are able to use numbers in everyday situations and can recognise numerals from one to five. During play they use language to compare size and shape and use vocabulary correctly, such as triangle, medium, big and little. Children show an interest in simple mathematical ideas to solve practical problems.

The children are developing a good knowledge of the world in which they live. The staff effectively help children become more aware of their environment and the natural world. They provide many first hand experiences, such as caring for the nursery pets, going for walks in the local community and through well planned focussed activities, for example, planting seeds. During circle time the children are given opportunities to discuss past and present events in their lives. The children know how to operate simple everyday technology, for example, a computer programme and a mouse.

Three and four-year-olds are able to express preferences. The children understand

that different media can be combined, such as paints, glue and tissue paper. They use available resources to create props to support their role in play. However, there are limited opportunities for children to be creative in art and design. Overall, children make good progress towards the early learning goals given their capability and starting points.

### **Helping children make a positive contribution**

The provision is good.

Staff give high priority to nurturing children's personal, social and emotional development. They create a secure atmosphere where children develop good attitudes and dispositions to learning. Children show excitement and are motivated to learn. The staff have a consistent approach to managing children's behaviour, which is reflected in the setting's behaviour policy. The staff are skilled in encouraging good behaviour and helping children understand what is expected of them. As a result all the children are well behaved, for example, they use manners, share, take turns and cooperate at tidy up time.

The children happily separate from their parents and carers. They show care and concern for others and living things, for example, the nursery hamster. They form good relationships with adults and their peers. They confidently speak about their emotions, such as being excited, angry and cross.

There are effective systems in place to support children with special educational needs. The children develop a positive attitude to others and develop a good understanding about the wider world and community through celebrating festivals and having access to a satisfactory range of resources, such as dolls, books, jigsaws and play figures. All children have access to all age appropriate toys and resources regardless of gender.

There are completed written contracts and registration agreements between parents and the setting, which include details about the child's routines, preferences and individual requirements. There is a complaints record and policy in place, which includes the name, address and contact number of the regulator.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through regular newsletters and parents noticeboard. Parents have good opportunities to share what they know about their child through regular discussions with staff and an effective settling in procedure. They are well informed about their child's achievements and progress, through regular parents evenings, children's development records, daily diaries for the younger children and parents noticeboard. The parents are encouraged to be involved with their child's learning, for example, they are able to add their comments to reports and the children take library books home on a regular basis. Children's spiritual, moral, social and cultural development is fostered appropriately.

### **Organisation**

The organisation is good.

The environment is well-organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children benefit from well deployed staff, who consistently interact with them and give children effective support and encouragement, which helps them feel secure and confident. All the required documentation is in place is easily accessible and stored securely, such as emergency contact and registration details. A good system is in place to record the staff and children's daily attendance and this is accurate and up to date.

The leadership and management of the nursery education is good. The staff team are committed to improving care and education and have regular opportunities for staff development, such as attending training. The staff regularly work with an advisory teacher from the local authority to improve their practise. All the staff are fully involved in planning the curriculum and assessment records are always updated by key workers. Overall the provision meets the needs of the range of the children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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):

- continue to make improvements to the physical environment, such as the ground floor playrooms.

## **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 that assessment records identify individual plans for the next steps in learning
- provide opportunities for children to write for a purpose and to be creative in art and design.

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