



Playtime Nursery

Inspection report for early years provision

Unique Reference Number	131825
Inspection date	24 January 2007
Inspector	Carol Newman
Setting Address	Church Rise, Chessington, Surrey, KT9 2HA
Telephone number	020 8397 2800
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Registered person	Mr R D Burge & Mrs J L Burge
Type of inspection	Integrated
Type of care	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.

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?

Playtime Nursery opened in 1979. It operates from a converted, single storey building in Chessington in the London Borough of Kingston. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00, all year round. Children have access to a secure, enclosed outdoor play area.

There are currently 78 children, aged from six months to under five years, on roll. Of these, 14 children receive funding for nursery education. Children come from the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 12 staff, 11 of whom including the manager, hold an appropriate early years qualification. Six members of staff are currently on a further training programme. Seven members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Some good daily routines and explanation helps the oldest children understand that washing hands after visiting the toilet reduces the risk of passing on germs. However, younger children are not always reminded to wash their hands after using the potty and children's hands are not cleaned when their nappies are changed, to encourage good early hygiene practices.

Children play very happily in premises that are regularly cleaned at the end of each day and most resources are well maintained. However, some soft furnishings are soiled and the setting do not operate a "no shoes" policy in any areas of the nursery. This means that babies and young children learn to crawl and walk on dirty floors and carpets, which compromises their health.

Children who are infectious do not attend thus preventing the spread of contagious ailments. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs; permission to seek emergency medical treatment is requested. Most staff hold a current first aid certificate. This ensures children's welfare in the event of a serious accident. However, some contents of the first aid box have passed their expiry date and are therefore no longer considered sterile for use with the children.

Children benefit from a healthy diet. They enjoy nutritiously balanced meals brought in by outside caterers. Children help themselves to fruit during snack time and main meals are plentiful. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Fresh drinking water is available at all times and children confidently help themselves, or ask staff to hand them their beakers. Babies are offered regular drinks throughout the day.

Staff use the Birth to three matters framework to support children's development as they gain strength and co-ordination. Staff follow babies' individual routines for eating and sleeping. This ensures continuity of care and contributes to their physical well-being. Babies receive lots of warmth and affection. This supports their emotional well-being and gives them the confidence to explore new experiences.

There are daily opportunities for outdoor play that contribute to children's good health. Children enjoy plenty of fresh air and along with the staff, make very good use of the outdoor area, particularly at inspection when there was snowfall. Children move confidently and in a variety of ways. They are competent when using the climbing frame and when bouncing on the

trampoline. They show good co-ordination when taking part in activities such as the football skills coaching.

Children's small manipulative skills are developing well. They are very competent when selecting and using small equipment such as scissors and glue sticks. They willingly copy letters on a whiteboard and they write their own labels for their displays with good pencil control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a spacious very well-organised environment. This allows them to move around and play safely. The nursery is very welcoming for the children. Well displayed children's work shows that staff value the children's contributions and encourages children to take pride in their achievements.

Carefully selected toys ensure children have a good choice of safe and suitable resources for all ages and stages of development. Toys and resources are stored effectively so that children can reach them easily. Children benefit from their own cots and bedding located in a separate bedroom, so that they feel secure and develop a sense of ownership when resting. Sleeping children are regularly checked to ensure their well being.

Staff deployment is very good and guarantees children are well-supervised and safe at all times. There are effective emergency evacuation procedures in place. However, these are not practised and documented sufficiently. Fire detection equipment is not maintained in working order and this compromises the safety of the children. There are regular risk assessments both indoors and out that contribute to the identification and prompt resolution of most hazards. When staff notice any maintenance or safety issues they are entered in a book and resolved by the proprietor. There are clear procedures for outings that ensure children's safety.

Most staff have a sound knowledge of child protection issues and the procedures to be followed. This promotes and safeguards children's welfare within the setting. Staff attend regular training in this area and staff are reminded of their responsibilities during induction. However, the written child protection policy does not include details of the procedures to be followed in the event of an accusation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and relaxed. They are developing good relationships and get on well with their peers. Children are interested in the wide range of resources available and spend time concentrating on activities. For example, babies explore flour enthusiastically and toddlers take care not to mix the colours as they keenly paint their cereal boxes. Lots of praise and encouragement develops children's self-esteem.

Staff read to children and ask questions to develop children's language. Children's creative and imaginative development is encouraged through activities such as art and craft, junk modelling, painting, listening to music, singing, dancing, role-play and dressing up. Staff make good use

of the Birth to three matters framework to ensure that activities for babies and children under three are appropriate.

Nursery Education

The quality of teaching and learning is good. Staff plan a range of activities that cover the six areas of learning. Staff make regular observations and record achievements in children's profiles. This helps the staff plan for each child to ensure their learning and developmental needs are met. However, the use of observations and record keeping is not wholly effective in identifying children's individual next steps, through the stepping stones towards the early learning goals, to ensure children's learning is moved on at a good pace.

Children concentrate well. They make choices about their activities and spend a good deal of time copying letters, playing musical instruments and looking at books. They understand the need to share and take turns when playing together. Good support from caring staff means children are very polite, behave very well and respond to requests for good behaviour. Children show independence as they attend to their personal needs. For example, they serve their lunches, hang up their own pictures and pour their drinks at the snack bar.

Children enjoy many opportunities to paint, draw and make models. Art and craft work is linked to the theme and well displayed.

Children are confident speakers and express themselves well using good vocabulary. Children recognise and write some letters correctly. They competently write the labels for the art and craft displays. Children enjoy choosing and joining in favourite action songs from the song board. They experiment with sound and dance along as they tap out rhythms on the drums. They listen very well to stories and take turns when speaking in large and small groups.

Children count confidently, using one number for each item and take pleasure in simple addition activities. For example, when playing the butterfly game, children count their butterflies and know that four red ones and one green one make five altogether. Many activities, such as jumping in a circle help children recognise shape. They make patterns using feathers at the mathematical development table as part of their "Clothes Around the World" topic.

Children use their imagination very well and staff encourage this. For example, children enthusiastically pretend to be ballet dancers and know that ballet shoes are slippery. They operate the washing machine as they work in the home corner and competently use the mouse to operate the computer. During adult led computer time, children know that old bottles are recycled at the bottle bank to make new bottles.

Children celebrate a range of festivals to help them develop an understanding of cultural diversity. As part of their topic work, children dress up in the kimono and pretend to eat with the chopsticks. At story time, staff encourage the children to make up stories using the puppets. They ask the children questions to stimulate thoughts and assist children to express themselves fully.

Children investigate using their senses and staff make very good use of spontaneous learning opportunities. For example, at inspection staff rearranged the children's activities so that they

could make full use of the snowfall. Children spent time working together to explore the texture and feel as they made their snowman. The children were very proud of their achievement.

Helping children make a positive contribution

The provision is good.

Constant praise and encouragement helps children develop a positive self-image. They talk happily about their home life and things that are important to them. Staff have a positive attitude towards diversity. Children become aware of their own and other cultures through a very good range of resources, wall displays and planned activities. Good procedures are in place to ensure children with English as an additional language can access all activities. The setting uses the local authority assessment tool effectively to assess the children's progress. Children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and key workers ensures all children's needs are well planned for and met. Three members of staff are trained in the use of Makaton which helps children who have learning/hearing difficulties to participate fully.

Children develop a good understanding of right and wrong. They behave well and are polite. Children learn important social skills such as sharing and listening to each other. Children enjoy each other's company and treat each other kindly.

Staff in the baby room give daily feedback to parents either verbally or through a daily sheet where information regarding the children's daily activities, food intake and sleep are noted. This is in accordance with parents preferences and ensures continuity of care. Parents receive good information about the Birth to three matters framework and the foundation stage. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

The partnership with parents and carers is good. Staff ensure that all parents know how their children are progressing and developing. This sharing of information between staff and parents enhances children's learning. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home. Relationships with parents are friendly and supportive.

Organisation

The organisation is good.

Leadership and management are good. There are good procedures for recruitment to ensure all staff who work with the children are suitable to do so. An induction programme, many opportunities for staff to attend training and regular appraisals contribute to the continual assessment and development of staff.

The premises layout is very well organised and children are able to play outside several times during each day. Staff deployment is effective and staff work directly with the children at all times. Children receive good support from staff who know them well.

The clear aims for the provision are discussed at regular staff meetings and reflect a commitment to improving the quality of care and education. For example, the setting is involved in the local authority quality assurance scheme and the premises are undergoing refurbishment to the kitchen and toilet areas.

All mandatory records are confidential and well maintained to ensure the safe and effective management of the setting, in order to promote children's welfare. The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to develop the range of play resources reflecting positive images of ethnicity, gender, religion and disability. The setting have improved their range of resources that reflect positive images of cultural diversity and very good multi-cultural displays are in all rooms of the nursery.

The setting also agreed to improve the condition of the outdoor play area to ensure that it is well-maintained. The outdoor play area has been completely refurbished as part of the local authority quality assurance scheme and is well maintained and inviting for the children.

In addition, the setting agreed to improve the use of developmental observations to identify next steps for learning and improve the content and consistency of developmental reports.

All staff have been on training and now identify children's next steps from their knowledge of the children. However, observations do not link effectively to the children's profiles so that staff can identify children's achievements with regard to their progress through the stepping stones towards the early learning goals.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 good hygiene procedures are consistently followed in all rooms, particularly with regard to hand washing before snacks, after children use the potty and after nappy changing. Also, with regard to the preparation of snacks.
- ensure the child protection policy includes the steps to be taken if an accusation is made against a member of staff
- ensure emergency evacuation procedures are regularly practised and clearly documented to ensure that all staff and children know the procedure to follow. Also, ensure all fire detection equipment is maintained in working order and regularly tested.

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):

- further develop the use of observations and record keeping so that children's individual next steps, through the stepping stones towards the early learning goals, are clearly identified to ensure children's learning is moved on at a good pace.

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