

Playmates Day Nursery

Inspection report for early years provision

Unique Reference Number	136057
Inspection date	02 May 2007
Inspector	Susan Esther Harvey

Setting Address	104 Station Road, Yate, Bristol, BS37 4PQ
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Registered person	Susan Harrison
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Playmates Day Nursery first opened in 1990 and operates from four rooms in the Young Men's Christian Association (YMCA) building in Yate, South Gloucestershire. A maximum of 20 children may attend the nursery at any one time. The nursery is open from 08.00 to 18.00 all year round. Children have access to a secure enclosed play area.

There are currently 58 children aged from two to under five on roll. Of these, 44 children receive funding for early education. Children come from the local area. The nursery can support children with learning difficulties and children who speak English as an additional language.

The nursery employs seven staff. Of these, five hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through staff who are well organised, and diligent in their task of preventing the spread of infection. This includes supervision of children while they wash their hands before snack and eating lunch. Children independently access the toilet, with gentle reminders by staff to wash their hands. As a result, children are learning appropriate ways to keep their hands clean and prevent the spread of infection. Children are encouraged to take turns in cleaning the tables before snack and lunch-time. By doing this, supported by staff, children are gaining further confidence and an understanding of good hygiene routines as part of their daily lives.

Children have good wholesome cooked meals every lunch-time. The menu is varied and includes fresh vegetables and fruit. Children independently reach for their drinks throughout the day, and enjoy milk and choose from a selection of fresh fruit at snack time. However, their independence is not further developed during snack time as staff pour out the children's drinks. Meals are a social occasion as staff sit with the children and talk about the events of the morning and what is happening in the children's lives.

Children have a good range of physical activities as part of their daily routine. They have immediate access to the outside play area throughout the day. They are able to ride bikes and tractors, crawl through plastic tunnels with ease, and run around the garden. Children learn to listen to their bodies and know when to go indoors for a rest or a drink of water. Children confidently use one handed tools such as scissors, knives and forks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in bright vibrant surroundings with lots of evidence of their own work displayed around the walls. Displays such as Old MacDonald had a farm, with three dimensional dog, sheep and cows, which highlights the children's work; and Four Little Ducks went Swimming one day, with real feathers added to their wings. Children independently reach for toys and resources from shelves and units around the playroom, and tidy away after use. The setting is well equipped and all children have access to clean, safe and age appropriate toys and equipment. Outdoor equipment is kept clean and is regularly checked as part of the risk assessment.

Children have free access to both indoors and outside, where all the risks have been identified and minimised. Staff help children to learn to keep themselves safe. This includes understanding the need to leave the premises safely and efficiently through a well practised emergency drill. Close supervision of children by staff at all times, ensures that children remain safe while still able to freely choose their activity. The premises are secure and there is a well used visitors book. Therefore children are kept safe and secure.

Children remain safe in the care of the staff members. They have a sound understanding of their personal responsibility with regard to safeguarding children and the procedure to follow if they have any concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the setting and have good levels of confidence and self-esteem. This is promoted through staff members' gentle, calm approach, and a genuine interest in children's individual needs and well-being. Children settle well into the nursery routine and have a good positive relationship with staff. Activities are planned, but with the flexibility to change the activity according to what the children wish to do. For example, children have the choice to play outside with meaningful activities, as well as enjoying different options indoors. As a result, children are learning to make decisions for themselves with a wider opportunity to learn through play.

Nursery education.

The quality of teaching and learning is good. Children are progressing well given their age and stage of learning, supported by staff who are confident and secure in their knowledge of the Foundation Stage and early years curriculum. They have a clear understanding of what the learning intentions are for children, plans and evaluations support this understanding. Planning is comprehensive and covers all areas of learning. Staff work well together as a team for the benefit of the children in their care. Staff are committed to on-going professional development which enhances children's learning experiences. Staff know the children well and have positive relationships with them; and are consistently deployed to support children's learning. Staff are able to identify learning intentions by appropriate questioning in order for children to extend their knowledge.

Children show a sense of belonging as they greet each other on arrival. Children are fully involved in their play and the wide range of activities from which they can choose. Children are very independent and are familiar with their surroundings, as they freely select toys and equipment for themselves and take responsibility for their personal care. Children are very skilful in their use of numbers. They confidently count the numbers of children present at register time, and they answer to their name in their chosen language. For example, as a result of a child initiated activity children say 'hello' in either French or German, and other languages, speaking with a real sense of pride. Children are able to freely use information technology and are adept at handling the equipment. Children proudly complete computer programmes encouraged by patient staff, who give the children time in order to complete the task.

Children have many opportunities to exercise using outside equipment such as cars and bikes. They enjoy warming up to 'sticky kids' exercise tape. However, regular planned physical activities are limited in order to prepare them ready for school. Children love to paint and leave their picture on display in the sun, for parents to see.

Children enjoy story telling and can spell out letters and confidently identify their name. They listen to stories with enjoyment. Children sing songs enthusiastically while at the same time, tap out the rhythm using two sticks. As a result, children are learning to listen well and understand the beginning of forming letters into words. Children are able to increase their awareness of sound patterns, as they have ready access to various musical instruments such as a tambourine and drum. They sing enthusiastically to music each day such songs as Bob the Builder, and Five Currant Buns in a Bakers Shop. As a result, children have a varied repertoire of songs from memory which they enjoy singing.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and are fully included in the nursery activities. Children with learning difficulties are well supported.

Children's spiritual, moral, social and cultural development is fostered. Children develop a good understanding of the wider world and the community by celebrating various festivals. There is a good range of books, play resources and posters in the celebrating festival area which show positive images of diversity. Children watch in amazement as water dries quickly in the sun on the patio, as they 'paint' with large brushes. Children behave well in the nursery. Staff are proactive in their use of praise and encouragement. As a result, children are learning social skills and how to behave through boundaries and age appropriate behaviour strategies. Children are polite towards each other and talk to visitors confidently.

Partnership with parents is good.

Children benefit from the warm welcome families receive. Information is shared verbally at the end of each session. Parents have the chance to write comments in the children's assessment records as to how they see their child progressing. Children are able to settle into the nursery at their own pace with the support from parents and staff. Staff members are readily accessible to parents at all times, and regular news letters keeps them informed of the nursery topics. Parents are involved with their children's learning at home through a book scheme, which enables parents to read stories to their children.

Parents are given extensive information about the nursery. This includes details of the Foundation Stage curriculum and Birth to three matters framework displayed on the notice boards in the entrance hall. Evidence of children enjoying the stepping stones curriculum and framework is supported by photographs around the nursery. Parents have the chance to discuss their child's progress with staff any time and children's observations and assessments are accessible when ever parents wish to read the documents.

Organisation

The organisation is good.

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

Children's well-being and education is supported by staff that are qualified and experienced. The good staffing ratio ensures that children receive quality time and appropriate attention from staff. There is a thorough operational plan, which is effective in practise, ensuring that sessions run smoothly and children benefit from stable routines. Children moving onto local schools benefit from staff meeting each year with reception teachers. As a result, children's transition into school is eased.

Leadership and management.

Staff work efficiently well together as a team and meet regularly to plan activities and discuss children's progress. The owner is experienced and qualified which is an asset to the setting, and with staff provide examples of good practice. This includes staff commitment to attend training. Regular appraisals ensure that staff are able to develop, and become practitioners, which in turn enhances the experience for children.

Clear policies and procedures support staff in working successfully in partnership with parents, who are kept informed of any changes to procedures. This includes the process in place for parents if they have a complaint about the service the nursery provides. All documents are appropriately maintained, which includes the time of children's arrival and departure in the nursery. All previous recommendations have been acted upon, so improving standards in care and education for children.

Improvements since the last inspection

At the last care inspection the provider was asked to further assess the home corner room to make it more inviting for children. The lighting has been improved and more posters added to the walls which are changed frequently to make the area attractive. The provider was also asked to undertake a further risk assessment of the store room and staff toilet area so that children are protected. A highlighted strip has been attached to the floor to identify the main room from the toilet area.

As a result, children's safety has been improved and their environment made more inviting.

At the last education inspection the provider was asked to link observation and assessments to future planning. Detailed observation and assessments are linked to future planning, this is reflected in the activities provided for individual children's plans. The provider was also asked to improve appropriate challenges for older children. The staff have extended children's play opportunities by using the outside area as a continuation for children to learn through play. The provider was asked to make full use of the outdoor play area to develop children's learning skills. Children are able to make their own choices of where they wish to play. Also the provider was asked to give children the freedom to be creative without the expectation of an end product. Children have the freedom to use craft resources spontaneously and writing materials are always available throughout the session.

As a result, children's independence for accessing activities has been increased, planning has been improved and opportunities for children's play have been extended with the use of outside area and indoor facilities.

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 any 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.

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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):

- further increase children's independence during snack time

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 extend children's physical development through regular planned activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk