

# Playdays Nursery

Inspection report for early years provision

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**Unique Reference Number** EY285293

**Inspection date** 19 July 2007

**Inspector** Anne Mort

**Setting Address** Playdays Nursery, Blackrod Old Grammar School, Blackrod, Bolton,  
Lancashire, BL6 5ES

**Telephone number** 01204 698596

**E-mail**

**Registered person** Playdays Daycare Nursery Ltd

**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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Playdays Day Nursery is privately owned and opened in 2004. The nursery operates from four rooms in a former Grammar school in the Blackrod area of Bolton. The ground floor is used for the care of babies and toddlers and the first floor accommodates the pre-school provision. All children share access to a secure enclosed outdoor play area. A maximum of 64 children may attend at any one time.

There are currently 120 children on roll and of these, 21 children receive funded nursery education. The facility is open each weekday from 07.30 to 18.00 all year round, with the exception of Christmas week.

The facility employs 27 members of staff. Of these, 17 hold appropriate early years qualifications and five members of staff are working towards a qualification. The facility is a member of the National Day Nurseries Association. .

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children play in a welcoming setting that is very clean. The rooms used are well maintained due to effective procedures being implemented on a daily basis. Equipment is of a good quality and suitable for children to use. Clothes and bedding are washed on a daily basis and nappy changing areas are well stocked. The nappy changing procedure within nursery presents as excellent practice in preventing the spread of infection. Children are protected from risk of infection because the staff are very good role models to the children on hygiene practice. Children's health is promoted and, with encouragement by staff, they develop self-care skills. For instance, children, including babies, have experience of teeth cleaning after meals. The older children have an understanding of the need to stop germs spreading and know to wash their hands after visiting the toilet.

Children's health is fully supported as staff undertake first aid training and written guidance is held. Individual and personal information is thoroughly discussed with parents to ensure their child's health and medical needs, if any, are identified and adhered to. An organised system is in place to inform parents about the recording of accidents and medicine administration. Children's health is further protected as parents are informed about infectious diseases and exclusion times for children, prior to their child starting at nursery.

Children's physical development, including those children engaged in the nursery's education provision, is promoted. Children take part in planned or spontaneous activities designed to promote their physical well-being. They develop fine motor control in the use of creativity materials, such as crayons, felt tip pens and glue sticks. In outside play they learn how to move and control their bodies and negotiate physical space, for instance, in the use of wheeled, climbing and balancing apparatus.

Children's needs for a diet that supports physical growth and good health are taken into consideration, this is evidenced in the planned menu. Children's dietary needs and parental preference are respected and accommodated as parents record relevant information on their child's details sheet. On the day of inspection children are presented with chicken curry followed by jelly, fruit and ice-cream, while babies enjoy vegetable medley and fresh fruit purée. Children sit together with their age group and develop their social and conversational skills. Staff are attentive to the children and create a relaxed atmosphere.

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

The provision is satisfactory.

Children and babies are cared for in a very welcoming setting that is child centred and suitable for purpose. Children have access to high quality resources. Their art work is given value and forms much of the decoration of the nursery. Children play and rest in comfort as the staff check on a daily basis that the premises, indoors and outside, are safe and suitable for use.

Staff are aware of children's developmental stages and provide a varied selection of toys, books and materials, both age appropriate and those to offer a challenge to a child's abilities. These are neatly stored with low level storage in all rooms, enabling children to choose items that interest them.

Safety in all rooms is given consideration and safety equipment is in place, for instance, finger guards to doors, room gates, fire extinguishers and radiator covers. Written policies reveal risk assessments are carried out with control measures noted. There is an emergency evacuation procedure and guidelines denote staff responsibility in this area. There is relevant equipment and fire drills are carried out.

On the whole children's safety is protected and they learn to keep themselves safe. For instance, children know not to run in the facility and how to use a knife and fork in a responsible manner. However, the cleaning routine after meal times results in a wet floor near a doorway. In pre-school, the preparation for meal times results in staff not fully supervising children.

Children's welfare is supported due to the manager, and the member of staff responsible for child protection issues, being fully aware of their duties in this area. They are confident in their role and have contact details of relevant outside agencies. Staff are fully aware to report any concerns to senior management.

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

The provision is good.

Children play very co-operatively in well maintained rooms that are beautifully decorated with their work. On the whole children remain very interested and motivated throughout the day due to staff listening to them, engaging them in conversation and using open ended questions. Babies and toddlers are completely at ease and secure as they receive smiles, cuddles and praise from the staff, whether a guided or free choice activity.

Children benefit from staff having knowledge of the 'Birth to three matters framework', as they are presented with resources and activities to stimulate their thinking process and promote handling skills and social interaction.

Children's enjoyment, and their achievements at nursery, are very much evidenced through the documentation in place that includes many photographs of their work and play. Babies are provided with a nurturing environment in which skilled staff provide emotional support, stimulating activities and a very happy relaxed atmosphere. Children are very happy and settled and quickly become engrossed in activities that enable them to acquire new knowledge and skills. For instance, younger children learn how to roll balls towards one another. Older children develop hand eye co-ordination, concentration span and handling skills as they, for instance, use books, jigsaws, crayons and creativity materials. Children are also invited to participate in activities such as drawing and colouring, scissors work, painting, movement to music and singing.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff are very kind in their approach to the children and are aware of a child's ability and interests. Staff involved in the planning and delivery of nursery education have adequate knowledge of its requirements. When children move up to the pre-school room their development and stages of learning is made known to staff from the information in their current development file. Where a child only attends the funded education session discussion takes place with parents to establish the child's abilities and starting points and a development file is created. Photographic evidence illustrates that staff offer children play opportunities to lead them along the stepping stones of learning. Children's work is filed and this illustrates their having taken part in activities in line with the Foundation Stage curriculum.

Staff are striving to improve the system of using observations and assessments to identify a child's needs and plan for the next steps in their learning. The use of resources is beneficial to teaching and children's learning. However, the routine of the session results in children spending some time physically inactive and, at times, inadequately supervised.

Children are beginning to be aware of numbers as they count out loud and sing counting songs. They make independent choices about their play and use magnifying glasses to look at the toy insects. They use their imagination and develop handling skills in the use of scissors, paper, tissue, boxes and glue to create a fish. However, not all children are given sufficient time to complete the activity. Children are beginning to learn print carries meaning, show interest in illustrations and begin to be aware of the way stories are structured. They sit with a member of staff who uses stimulating language to encourage the children to take part in a lively discussion about the book they are sharing. Children are becoming confident communicators and ask questions of the staff, the inspector and of each other.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff treat each child with care and respect and they benefit from staff who know them well. Children develop confidence and positive self-esteem through the interaction, care and attention they receive from staff. Children are offered a varied range of opportunities to further their understanding of the wider world. They gain insight into the cultures and beliefs of others by celebrating different festivals, such as Chinese New Year and Easter. In addition to this resources are made available to promote positive images of gender and disability as children access books, dolls, jigsaws, pictures and are taken on outings.

All children are welcome in the setting and management seeks additional help and advice to promote inclusion where children have a specific physical or learning need. All staff are made aware and arranged procedures are put into practice thus promoting a child's involvement and complete integration into general nursery life.

Children's behaviour overall is excellent. This is due to staff working in a calm and consistent manner. Children are beginning to learn responsible behaviour and how to care for their environment. They share, take turns and tidy up, replacing items in the relevant box or drawer. Children are fully supported and gently guided. Staff are interested in the children and use their conversational tone well to create a happy atmosphere throughout nursery.

Partnership with parents and carers is good. Parents spoken to at the time of the inspection, and those who telephoned Ofsted's main office to give their opinion, give praise to the manager and staff, whom they find both friendly and professional. Management are pro-active in the information given to new parents about the setting and the arrangements for the delivery of the 'Birth to three matters' framework and the nursery education. This is available in the welcome handbook presented to parents before their child starts at the nursery. Additional information is available to view on the attractive notice boards and on the white boards in each room that give explanatory notes about the resources in use or activities taking place.

Parents are made aware of the policies and procedures within nursery including how and where to take a concern. Parents are welcome to take part in their children's learning by, for instance, supplying resources for certain topic areas. They are kept updated about nursery life through an informative newsletter and of their child's progress through invitation to attend meetings.

At these they view their child's development record and discuss and share information about their child's learning with staff. Portfolios held for the children demonstrates their learning journey along the 'Birth to three matters' framework and along the stepping stones of the Foundation Stage curriculum.

## **Organisation**

The organisation is good.

Effective recruitment procedures mean that safe and suitable practitioners work with the children. The stable staff team receive opportunities to attend additional training to refresh their knowledge base and update their skills. This enhances the care and learning of children. For instance, staff have recently had training in the 'Birth to three matters' framework, which is now implemented. Staff are well deployed and part-time staff agree to work extra hours when needed thus providing continuity of care for children from adults already known to them.

Leadership and management is good. Management is developing systems for self evaluation. A result of this is the seeking of advice and support from the local authority with regards to the presentation and delivery of nursery education. The facility is in the process of testing out the procedure for observing and recording children's development, to improve the quality of nursery education. There are clearly defined roles for staff, some of whom have an area of responsibility, and effective communication through senior management and staff meetings. These support staff in their delivery of care and education. The provider continues to take the nursery forward and the vision for the near future is to provide additional premises.

Children flourish in a setting where there is good organisation of physical space and resources. Children have access to ground and first floor areas and an enclosed outside play area. These give ample space for free movement and safe exploration, thus the opportunity to promote children's care, learning and development is maximised.

Documentation is in place to enable staff to plan activities, resource suitable toys, books and equipment and record children's ongoing progression through the stepping stones of the Foundation Stage curriculum.

Policies are in place and information held about children safeguard their well-being. Paperwork held is in line with the National Standards for day care and is clear, concise and jargon free. It relates to the planning and delivery of a good childcare facility. 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**

Since registration 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):

- improve cleaning routines to ensure that proper precautions are taken to prevent accidents.

#### 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):

- review the organisation of the funded education session, that children are sufficiently supervised and provided with purposeful activities
- ensure children are given sufficient time to work in depth and complete 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](http://www.ofsted.gov.uk)