

Play Days Nursery Limited

Inspection report for early years provision

Unique Reference Number	EY346270
Inspection date	13 June 2007
Inspector	Patricia King
Setting Address	Eyres Monsell & Gilmorton Children's Centre, Glen Parva, Leicester, LE2 9PT
Telephone number	01162 252213
E-mail	
Registered person	Play Days 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.

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 Care is a privately owned setting operating from Eyres Monsell and Gilmorton Children's Centre in Leicester. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 all year round. All children share access to secure enclosed outdoor play areas.

There are currently 71 children aged from six weeks to eight years on roll. Of these, 32 children receive funding for early education. Children come from the surrounding community and wider area. 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 14 members of staff. Of these, 13 hold appropriate early years qualifications.

Support is provided by the local authority, a mentor teacher and the Foundation Stage team based at the children's centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted effectively within the activities and daily routines of the setting. Children are actively encouraged to use good practices which contribute to their understanding of a healthy body and personal hygiene. For example, younger children are helped with hand washing whilst older children use the toilet, wash their hands and brush their teeth with confidence and explain why this is important to stop dirt and germs causing sickness. This means they are learning about self-care and developing their independence. For example, some use tissues kept within easy reach to wipe their noses and respond with proud smiles when staff recognise and praise their efforts.

Staff are vigilant to prevent spread of germs and infection, for example, by wiping down tables and surfaces when changing table activities and preparing for snacks. Staff consistently talk to the children about what they are doing and why. This means that children are learning healthy and hygienic practice from good role models. Sound policies and procedures are consistently followed by staff to take appropriate action in the event of an accident and to administer any necessary medication. Children are further protected from infection by the clear policy that children must not attend when ill or infectious.

Children enjoy a good variety of nourishing meals planned and prepared to meet their individual nutritional and dietary needs. Staff make good use of mealtimes as a social opportunity to help children learn about the importance of having a healthy and varied diet and trying different tastes. A range of healthy snacks is offered during the day and healthy drinks are within easy reach at all times to promote children's independence. Children are learning to recognise their own needs and are able to help themselves to water. Parents are kept informed of their children's daily food and drink intake, sleeping patterns and nappy changes by daily diary sheets.

The accommodation and daily routines are well-organised and arranged to provide opportunities for children to take part in a range of activities indoors and outside. Children are eager to go outside where activities reflect all areas of play. Play equipment such as bikes, rockers and climbing, balancing and throwing opportunities are planned and presented effectively to promote the physical learning and development of the children. The outdoor environment is used skilfully to present art, craft and imaginative activities such as experimenting with different textures and materials in the sand tray. This means that the outdoor environment is used effectively to promote children's health and well-being as they play and learn.

Children under three benefit from effective practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to become healthy individuals. For example, by talking about healthy eating and personal hygiene and having quality times to play and exercise outdoors daily.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept secure in the premises by robust security systems to monitor and supervise visitors. There are good systems to supervise the arrival, collection and departure of children and to ensure that children are only collected by their parents or authorised adults. Children benefit from comprehensive risk assessments effectively implemented by staff to identify and

minimise any possible hazards indoors, outside and on outings. Children are learning simple rules for their safety such as sitting safely at the activity or meal table and not to run indoors. They understand why these are important to prevent accidents and show pride when praised for behaving safely or responding to gentle reminders from staff.

The environment is arranged effectively into well-organised rooms designed to reflect the children's developmental and learning needs. Children have easy access to a good range of developmentally appropriate resources and child-sized furniture which is arranged within easy reach at children's height to promote independence and choice safely. This means that children move around safely, freely and confidently making good use of the areas used with a sense of belonging. There are many creative displays and colourful posters to inform and encourage learning and offer information to the parents.

Children are protected because staff have a good understanding of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. Clear information about child protection issues is displayed and the nursery is vigilant to implement robust procedures.

Children under three benefit from good practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to keep safe in daily activities and routines such as learning safe behaviour.

Helping children achieve well and enjoy what they do

The provision is good.

Careful attention is paid to ensure that children's individual care needs are identified which means that staff know the children well. Staff are attentive to settling children who attend less frequently into the daily routines. This means that all children are secure, happy and confident which enables them to benefit from their time at the nursery. Staff maintain records of what children can do and use early years guidance, such as 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to plan a wide range of interesting and challenging activities. For example, babies receive good levels of support as they explore, feel, manipulate, stretch, and learn new skills such as rolling, crawling and overcoming the challenge of the low steps and slope frame. Beaming smiles and chuckles signal their pleasure in achieving and their frustration is soothed by gentle encouragement from staff always ready to nurture the children's progress. Young children use their imagination well and learn to make sense of their world as they explore the interesting and imaginative activities and resources planned and presented on a daily basis. For example, they enjoy experimenting and mark making with shaving foam, measure, mould and play with compost, collect and paint outdoors with water and make cards and cookies for special occasions. They have confidence to express themselves, for example, after being praised for a performance of the dingle dangle scarecrow children were enthused to request the sleeping bunny song. Children are proud to show the display of the pictures and collages they have made. This means the children feel valued and develop positive self-esteem which supports their learning and development. They are learning about the world around them, for example, going on outings into the local community, visiting the farm and receiving visits from local community workers such as the police and fire service. Staff are skilled practitioners who work as an enthusiastic and cohesive team committed to continued development of their good practice. They create an environment where children are encouraged to play, explore and experiment and have the confidence to ask for help and support. This means that children have real opportunities to be competent learners.

Nursery Education

The quality of teaching and children's learning is good. Children are confident and demonstrate a sense of belonging because they enter the setting eagerly and settle into the daily routines with interest. They are forming positive relationships with each other and with adults. For example, they worked harmoniously alongside and co-operatively to make jam tarts and explore the multicultural costumes and instruments. Children have confidence to talk to visitors and proudly show their work and the photos of them at play, which promotes their confidence and self-esteem. They are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys and behaving safely. Good personal care practices such as hand washing and teeth brushing are followed carefully and independently. Children are learning to show care and concern for others, for example, they created a musical mobile for the baby room and are eager to be the chosen helper of the day. They have a good sense of place and enjoy talking about themselves, their families and the community around them. For example, they eagerly talk about older and younger family members and significant occasions such as birthdays. The nursery regularly takes part in charity fund raising events which means children are becoming aware of the needs of others.

Children listen intently to a familiar story in a small group and make positive contributions, for example, describing what the caterpillar ate, identifying and counting the different food and talking about their own favourite foods. They show keen interest in books and stories read to them and follow the print with an adult lead. They frequently visit the well resourced book corner independently and most eagerly join when a staff member is present. Children recognise and most write their own name. They use a wide range of mark making opportunities such as the mark making table resources, lists and receipts in the home corner, shop, café and many different media, to practice and secure their learning. Children are consistently encouraged by adults to develop their mathematical learning in well-planned activities. For example, enjoyable, practical activities include stories, songs, games and pattern making. Staff make effective use of daily routines to promote mathematical learning, for example, snack times, registration and lining up are used to count, use positional language and calculate how many more or less. This means that opportunities for the children to make progress in mathematical development are captured well.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. For example, they collected leaves and twigs, inspected them under the magnifying glass and used them to make collages. They use small tools and materials such as scissors, glue spatulas and spades with confidence and skill. Children are eager to go outside for physical play and recognise the changes that take place in their bodies when they exercise, for example, they describe getting when hot and thirsty when running around. They move around the room safely and confidently and having careful regard for other's space, for example, when moving between activities or packing the toys away they moved sensibly and negotiated the space well.

Children are learning about other cultures and lifestyles through an informed and interesting range of activities such as music, dance, wearing national dress, finding out about different lifestyles, practices and significant occasions. They enjoy singing and dancing to musical rhymes and songs accompanying themselves with a variety of good quality instruments from around the world and some improvised from everyday items. Children use their imagination well, for example, creating a race track for fast cars using the large blocks and confidently explaining that the car goes fast because of the big engine inside. They show interest in technology, use programmable toys confidently and have regular access to a computer.

Staff have a good understanding of the Foundation Stage and how children learn. Staff regularly observe and note what children can do, and this information is used effectively by key workers to inform planning, setting clear challenges for individual children's next steps in learning. However, records of children's overall learning are not efficiently maintained. Staff work as a cohesive team to plan and offer a wide range of interesting and creative learning opportunities. They know the children well and use effective questions and spontaneous opportunities to help children learn through their play. Children behave well and respond confidently to the consistent good role models displayed by the staff.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are met effectively because care is taken to record all relevant details and information at their time of enrolment and keep these details up to date. This means that staff know the children well and parents feel informed and included in the care and development of their children. Children are forming positive relationships with each other and with adults. For example, children are soothed and settled when separation from their carer is difficult. Good systems are in place and staff work in close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting.

Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, they look at and try on clothes from other cultures, talk about where people live, play musical tapes and instruments from around the world and talk about what they had learned. They are taken on trips into the local area and welcome visiting community workers such as the police and fire services to talk about their work. This means children develop a positive sense of themselves and helps them understand the lives of others. Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys, sharing and taking turns and respond happily to reminders from staff when needed.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children receiving funded nursery education is good. They receive comprehensive information about the nursery and the Foundation Stage of learning how to help children learn at home. Parents are welcomed into the nursery and report that they feel involved and included in their children's development and learning. They are asked to share what they know about their children when starting at the nursery, however, this focuses upon care needs. There are no systems established for parents to share what they know about their child's stage of learning and development when they enter funded education. This means that staff cannot build on parent's input to progress children's learning at this stage. Parents are informed that the records for their own children are easily accessible to them at the setting and they are invited to open sessions to talk to the staff about their child's progress.

Organisation

The organisation is good.

Robust systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are qualified and suitable to

do so. Effective appraisals ensure that appropriate training is undertaken so that children are well cared for and protected. A comprehensive range of policies and procedures to support the safe and efficient management of the setting are in place and are easily accessible to the parents. Staff take care to establish positive relationships with the children and their parents which means they know the children well. The environment arranged imaginatively to offer stimulating play and learning opportunities for all children which means they have confidence to take part in activities and their enjoyment and self-esteem is fostered effectively. Overall the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for the nursery education is good. The manager is knowledgeable and has positive vision about how to provide a quality service to children and their parents to meet their individual needs. She effectively organises her staff and resources to plan and provide positive opportunities for children to make good progress. The manager knows her staff well and promotes training and development opportunities for them to keep up to date and continually improve their knowledge and practice. She has established secure induction and appraisals systems and demonstrates a committed and positive role model for her staff. The systems to monitor and evaluate the delivery of care and education are well-established and secured.

Improvements since the last inspection

Not applicable

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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The quality and standards of the nursery education are good.

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 develop and secure good practice to promote outcomes for children

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):

- develop a system to demonstrate how records of children’s learning are used effectively to inform the next steps in children's learning
- ensure that parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities when entering funded education to establish what children can already do and inform planning for what they need to do next.

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