

Playdays II Nursery

Inspection report for early years provision

Unique Reference Number	143792
Inspection date	20 June 2007
Inspector	Christine Bonnett
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Registered person	Playdays Day Nursery & Nursery School Limited
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 II Nursery is one of five nurseries run by Playdays Day Nursery & Nursery School Limited. It opened in 1998 and operates from a converted house in West Kensington, within the London borough of Hammersmith and Fulham. A maximum of 16 children may attend the nursery at any one time. A maximum of 11 children may attend the breakfast and after school club, and the holiday playscheme which are also run by the nursery.

The nursery is open each weekday from 08:00 to 18:00 all year. The breakfast club opens at 08:00 and children are taken to school at the appropriate time. The after school club children are collected from school, and the club closes at 18:00. These provisions operate during term time. The holiday playscheme operates in nursery hours during all school holidays. All children share access to a secure enclosed outdoor play area and also visit local parks regularly.

The nursery takes children aged from two years to under five years only, and currently has eight children aged three to under five years on roll. Of these, five children receive funding for nursery education. The breakfast and after school club has two children on roll. The breakfast

club, after school club and holiday playscheme take children aged from four years to under eight years

The children attending the provisions come from the local and wider community, and children who speak English as an additional language are supported.

The nursery employs three staff, of whom, two hold appropriate early years qualifications. Staffing levels are increased when the holiday playscheme operates.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from spending the day in a nursery that is maintained to a high standard of cleanliness. The efficient cleaning regime means that children play on clean floors with no risk to their health. However, their health could be compromised as staff responsible for the preparation and handling of food in the kitchen have not received appropriate training to enable them to ensure that they comply with food hygiene regulations.

Children are learning the importance of washing their hands at appropriate times during the day, and do so with enthusiasm. However, they run the risk of cross infection between them as they share a towel in the bathroom to dry their hands. Effective procedures to safeguard the welfare of the children are in place in relation to administering medication and first aid.

Children enjoy a varied selection of nutritious meals, served in ample quantities. The emphasis is on healthy eating, which takes account of children's individual dietary needs. The menu provided for the nursery and playscheme children at lunch time includes fish pie, pasta, chicken curry, fresh fruit and vegetables. The children attending the after school club are offered teas, such as, vegetable soup and cheese on toast. All menus are adjusted to suit the season.

A positive, social occasion is created at lunch time for the nursery children, as they all sit and talk together with staff around the table. However, their independence is not promoted as they do not routinely have the opportunity to serve themselves or make decisions about the size of their meal

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted as the staff carry out routine safety checks to ensure children are not exposed to danger. The emergency escape plan is practised regularly to ensure children will be taken to safety quickly in the event of a fire. Security of the premises is good as effective procedures are followed by staff to ensure unwelcome visitors cannot gain entry, or children leave unnoticed. In addition, well rehearsed procedures are adopted for trips with the nursery and playscheme children to ensure they stay safe on the road and do not become separated from the group.

Children have access to a wide range of stimulating and fun play equipment. Items are displayed attractively each day for children to explore, and their independence is encouraged as they also help themselves to resources stored on shelves. All play equipment and furniture is clean

and in good condition. The nursery building is made welcoming for children and parents as large displays of the children's art and craft work decorate the walls.

Children's welfare is also promoted as all staff have a good knowledge and understanding of child protection matters. They are aware of the signs and symptoms that could indicate a child was being abused, and the procedure for reporting such concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well-settled. Because the nursery is small, children benefit greatly from the close relationship they enjoy with staff. The interaction between them is warm and friendly. Staff laugh and have fun with the children as well as giving support and encouragement when needed.

Younger children are developing confidence and a sense of belonging as the Birth to three matters framework to support their learning is incorporated into the planning. Appropriate activities are organised to encourage progress in all areas of development. Children are developing their speech and language as staff ask questions to encourage them to think and respond appropriately. In addition, all the children benefit from a weekly French lesson. They listen intently as the conversation is conducted in French, and a story, with English translation, is read. Children enjoy plenty of opportunities for outdoor exercise, they regularly walk to local parks and open spaces to run around.

Children attending the playscheme also have a good range of fun and age-appropriate activities planned for them. For example, the cinema, and the Science Museum are regular, and much enjoyed, venues for trips. In addition pizza making and craft activities are also available.

Nursery Education

The quality of teaching and learning is good. Children are progressing well because staff have a sound understanding of the Foundation Stage and the six areas of learning. Staff also understand how children learn, and plan a well balanced curriculum. Children are observed to identify their achievements; the information gained is evaluated and used to plan the next step for each child.

Knowledge and understanding of the world is generally well promoted as children learn how to care for the gold fish, and carryout out project work on the theme of 'Ourselves'. Programmable toys, such as walky-talky sets and telephones are also available. Although some children have weekly computer lessons from an outside company, not all children have the opportunity to routinely experience using information and communication technology. The nursery has a lap-top computer for children's use, but it is not constantly available. Consequently, children are not able to sufficiently develop their skills in this area.

Older and more able children are provided with more challenging and daring opportunities as they visit local parks that have large climbing apparatus on which to practice their skills. Although a small outside area is available at the nursery, and can be easily accessed from the main room, it is not routinely used. Planning for the day has not been developed to allow children to move spontaneously between the indoor and outdoor environments.

Children are curious and motivated to learn. They show good levels of concentration as they engage fully in their chosen activity. Children are confident speakers and join in conversations

with each other and familiar adults. They show respect to their peers as they listen intently to their holiday experiences. In addition, they thoroughly enjoy, and benefit greatly from, their frequent visits to the Natural History Museum, and relate with enthusiasm the names of all the dinosaurs.

Helping children make a positive contribution

The provision is good.

Children develop a positive self-image and confidence as staff offer praise and encouragement, for example, when they achieve new tasks. Children have access to a range of resources to promote a positive view of the wider world, such as dolls, books and posters. They learn about customs and traditions celebrated in the local and wider community as they acknowledge a range of different faith festivals. Parents are also invited into the nursery to talk about their different cultural practices and to share their expertise. Parents who speak languages in addition to English are asked to write key words in those languages. These are displayed around the room next to the English translation so that children begin to learn their meaning. They are also used to help settle-in children who have English as an additional language.

Children's behaviour is very good as they understand the boundaries and behavioural expectations of the nursery. Any difficulties that may arise are managed by staff using age appropriate and positive methods. Although there are no children with learning difficulties and/or disabilities currently attending, policies and procedures are in place to support such a child, and work closely with their parents, should the need arise.

The partnership with parents and carers of children who receive nursery education is good. Large and informative displays on the wall explain the Foundation Stage, and the six areas of learning. Parent's evenings are held every six months. Appointments are booked for parents to discuss their child's progress with their key-worker. In addition, the 'open-door' policy of the nursery allows parents to speak to management and discuss relevant issues at any time. All parents receive regular news letter. These include details of the planned themes and which songs will be featured as part of it. Consequently, parents are able to support the theme by providing suitable items from home, and reinforce the songs with their child. Therefore, children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

Staff are knowledgeable about the Foundation Stage and the Birth to three matters framework. This has a positive impact upon the achievements the children make. Detailed policies and procedures are implemented effectively to successfully promote children's care and well being. Children also benefit from a well-organised environment. It allows them space to fully explore the play equipment in hygienic and safe conditions. All documentation is maintained, well organised and readily available for inspection. However, the attendance registers for both the staff and children lack the necessary detail.

The leadership and management of the nursery are good. The management team is committed to the professional development of the staff, and actively encourage them to attend further training. Staff show enthusiasm to enhance their skills and share new ideas with their colleagues for the benefit of the children. Staff work well as a team and demonstrate a clear understanding of their role and responsibilities. Management support staff through regular team meetings and a formal appraisal system. Children's welfare is protected as effective recruitment procedures

are in place to ensure that all staff are suitable to work with them. Consequently, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, a recommendation was made to ensure parents had access to the complaints procedure. Parents now receive a copy of the procedure to consult and follow, if necessary. It contains up-to-date contact details for Ofsted.

A recommendation was also made at the last inspection to improve the nursery education by involving parents in the assessment process for their child. Parents are invited to share their observations of their child with staff so that they can be evaluated along with those made by the nursery, and the next step for their child's development planned together.

Complaints since the last inspection

Since 1 April 2004 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 hygiene standards in the bathroom to prevent the risk of cross-infection
- promote children's independence at meal times through choice and self-service
- ensure those responsible for the preparation and handling of food are fully aware of, and comply with, the regulations relating to food safety and hygiene
- ensure the surnames of the children and staff are recorded in the attendance register.

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 the use of the garden to enable children to move spontaneously between indoor and outdoor environments (applies to care also)

- enable children to have routine access to information and communication technology.

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