

Playday Nursery

Inspection report for early years provision

Unique Reference Number	221615
Inspection date	19 March 2008
Inspector	Emma Bright
Setting Address	32 Queens Drive, Huntingdon, Cambridgeshire, PE29 1UW
Telephone number	01480 390 437
E-mail	rasilapanchal@hotmail.com
Registered person	Rasila Panchal
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Playday Nursery is privately owned. It opened in 1999 and operates from a single storey building in a residential area of Huntingdon. A maximum of 12 children may attend the nursery at any one time. The nursery is open five days a week from 07:30 to 18:00 for 50 weeks of the year. All children have access to an enclosed outdoor play area.

There are currently 18 children aged from one to under five years on roll. Of these, six children receive funding for nursery education. Children come from the local area. The nursery currently supports a small number of children who have English as an additional language.

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

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and safety is compromised because the setting does not ensure that all medicines are made inaccessible to children. For example, some medication is stored in children's bags in the cloakroom. This is a potential hazard at busy times such as when children are picked up or dropped off at nursery.

Children learn about personal hygiene through regular routines such as washing their hands after using the toilet. Staff wipe down surfaces before serving food and after children have eaten to help children to stay healthy. Children run around and exert themselves outdoors, which helps them to learn the importance of regular fresh air and exercise. They develop physical coordination as they pedal their cars and carefully climb large apparatus with increasing coordination. Staff offer support as young children practise their growing physical skills, such as holding their hands while they take a few steps. This helps children to develop good muscle control and develop a sense of well-being. Sound routines for sleep and quiet times are in place, which means that young children are rested.

Children are beginning to learn about healthy eating. They tuck in readily to fruit and biscuits at snack time and bowls of savoury rice at lunch time; many children ask for second helpings. Children's individual dietary needs are met as information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely. Most staff hold current first aid certificates so that they know what to do in the event of an accident or emergency. If the children become unwell or have an accident whilst they are in the care of the group, individual records are in place to make sure that the appropriate care is given.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is not promoted and proper precautions are not taken to prevent accidents. The written procedure for lost and uncollected children does not contain sufficient detail to ensure children's safety in an emergency. Although a risk assessment is in place the setting fails to identify and minimise all potential risks and hazards. Ineffective staff deployment means that children are not consistently kept safe. For example, young children are not adequately supervised when they are eating and staff do not ensure the safe transport of boiling water in the children's play space. This compromises children's welfare and puts them at risk.

Children are cared for in a generally welcoming environment and they play with a sound range of activities and resources. Resources and equipment are regularly checked by staff to ensure they are in good condition and safe for children to use. Children and adults practise the fire drill regularly so they know what to do in an emergency. Accidents and incidents that affect children's safety are recorded appropriately and shared with parents. This helps to promote children's safety and well-being.

Children are suitably protected and kept safe from harm as staff understand their role in child protection. They attend regular training in child protection to ensure their knowledge is up-to-date and a designated person ensures that any concerns are dealt with. This means children's welfare is safeguarded. In addition, staff use the 'safety circle' to help children think

about their safety; children make suggestions as to who they could ask for help such as a policeman, a superhero and Father Christmas.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children's ability to make independent choices is limited because some of the additional resources are not readily available for them to select to support their play. There is an over-emphasis on supervising and servicing activities and routines rather than teaching; this limits children's ability to learn new skills independently and does not promote their progress. The provision for free play is satisfactory, with children engaging in a range of suitable activities and some adult interaction which helps them to learn through their play. Children form generally good relationships with staff and they are comfortable in their care.

Babies enjoy warm interaction with staff who support most of their play enabling them to join in. For example, babies contentedly make marks with chalk and staff talk about what they are doing, praising their efforts. However, generally children do not benefit from sufficient, good quality interaction because staff deployment is ineffective.

Nursery Education.

The quality of teaching and learning is inadequate. Staff do not have a sufficient knowledge of how to put the Foundation Stage into practice; they do not fully understand how the activities they provide contribute to children's learning or how children learn through practical activities. This lack of knowledge means that not enough activities are planned to truly interest the children and extend their capabilities. As a result children are being given too few opportunities to acquire new knowledge and skills and this does not meet their developmental needs. Staff make regular observations of children at play and use these observations to monitor children's progress towards the early learning goals. They plan the next steps for children's learning by identifying stepping stones that children need to meet. However, they are not effective in using their observations of what children enjoy and do well to plan activities on a day-to-day basis. As a result, activities lack interest and challenge for individual children.

Children demonstrate some independence skills; they manage their personal needs such as using the toilet or putting on their coats. However, they are unable to pursue their own interests for much of the day as they are unable to choose additional resources to support their play. In addition, activities that are adult-led do not provide sufficient challenge for children. Children generally communicate well with adults and each other and they enjoy talking about things that are important to them such as going on holiday. They know that 'when we go to Cromer we don't go in an aeroplane'. However, children are unable to access books independently to read for enjoyment or to seek out information, despite there being a good selection available. Children are beginning to link letters to sounds and they can competently write their own name. Their early writing skills are developing as they use marks to represent their ideas. For example, to warn others of the sleepy wasp in the outdoor play house they make a notice that says 'do not go in the house'. In addition, children use problem solving skills to make the notice into a flag because it does not fit on the door.

Children demonstrate an understanding of numbers and counting. They use numbers in their play and they demonstrate on their fingers how old they are. Children observe that 'the big boat is red and the little boat is blue'. However, staff do not give sufficient attention to encouraging children to compare numbers with objects or learn when numbers are the same

in practical and interesting activities that challenge children and help them to think. Children are not encouraged to investigate or discover things independently. For example, they are prevented from extending their mathematical knowledge when using the computer because staff point out the answers before children have had time to think for themselves. Children express their imagination through role play; they pretend to be doctors as they fix a variety of plasters to their 'patients' because they are 'very poorly'. Children enjoy manipulating clay and use old toothbrushes to make patterns, describing the texture saying 'it's very squidgy'. Although children show an interest in art activities they have fewer opportunities to express and develop their own ideas because adults are over concerned with the end result and fewer resources are available. This means children have insufficient challenge and it inhibits their ability to create, experiment and learn independently. Overall children do not make good enough progress in all areas of learning.

Helping children make a positive contribution

The provision is inadequate.

Children's spiritual, moral, social and cultural development is not fostered. Adults do not have a good enough knowledge of behaviour management to employ appropriate strategies that help children to understand what is expected of them. For example, young children are expected to sit at the table with their hands on their laps and no explanation is given as why children have to 'sit nicely'. Staff do not encourage children's independent learning sufficiently and this affects the children's ability to feel included and to feel a sense of belonging. They do not respect decisions that children make. For example, when children are busy playing purposefully on the computer adults ask them to come for a snack 'as they are not doing anything'. This indicates that children's wishes are not respected and their decisions are not valued.

A suitable system is in place to support children who have learning difficulties and/or disabilities. Children form relationships with each other and are beginning to share resources. Documentation is in place to share information with parents and carers so that they know about the setting's policies and procedures. Parents have some opportunities to discuss their child with staff and a daily diary is shared between home and the setting.

The partnership with parents and carers of children in receipt of early education is satisfactory. Parents receive adequate information about the Foundation Stage and they have some opportunities to support their child's learning at home. Staff meet regularly with parents to discuss their child's progress and they receive information about nursery activities.

Organisation

The organisation is inadequate.

Staff practice is not effectively monitored or evaluated and the poor organisation overall means activities do not meet children's needs adequately. Although key members of staff have attended relevant training it fails to influence practice in the setting. Staff deployment is ineffective which means children's overall health and safety are compromised and their learning and development is affected. Policies, records and procedures are in place and stored securely with the appropriate regard for confidentiality. Appropriate recruitment and vetting procedures ensure that adults are suitable which means children are protected.

The leadership and management of early education is inadequate. Too little is done to ensure that the range and quality of activities for all children is good enough and this has an adverse effect on their learning and development. Although most staff who work with the children are

appropriately qualified, the provider has not ensured that they have sufficient knowledge to put the Foundation Stage in to practice to help children achieve well. The lack of clear direction and systematic monitoring of teaching and learning means gaps in children's learning continue unnoticed. Consequently this compromises children's ability to make satisfactory progress in their learning. Overall children's needs are not met.

Improvements since the last inspection

At the last inspection the provider agreed to: devise and implement a system to record any incident of physical restraint; improve medication records; ensure written information for parents on their child's progress is correct; update the child protection policy; ensure a named deputy is appointed, and limit the length of time babies and toddlers spend in highchairs. All documentation has been updated so that incidents and the administration of medicines are recorded; daily diaries shared with parents contain appropriate information and the child protection policy has been updated. This promotes children's welfare. A named deputy is in place to take charge in the absence of the manager. Babies and toddlers spend time in highchairs and this is limited to what is necessary for the provision of their food and drink.

At the last nursery education inspection the provider agreed to develop the system for assessment and improve the programmes for mathematics and communication, language and literacy. Children's assessment records have been developed and observations are included. The programme for mathematics and communication, language and literacy has generally been improved, though not enough has been done to ensure that children extend their learning in meaningful contexts and in everyday activities. This is reflected in this report.

Complaints since the last inspection

Since 1 April 2004, Ofsted has received one complaint relating to National Standard 11: Behaviour. As an inspection was due to take place, Ofsted discussed this with the provider during the inspection. The provider agreed that behaviour management practice would be immediately reviewed and an action was raised requiring the provider to provide an action plan which clearly states how staff awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development, will be developed. A satisfactory response was received and provider remains qualified for registration.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure all medicines are inaccessible to children
- take positive steps to promote safety within the setting and ensure proper precautions are taken to prevent accidents
- ensure that clearly defined procedures for lost and uncollected children are in place
- improve activities and everyday routines to provide children with opportunities to select additional resources, building on their natural curiosity as learners and enhancing their independent learning (this also applies to nursery education)
- update the behaviour management policy and make sure all members of staff employ appropriate strategies, which are developmentally appropriate to manage children's behaviour
- improve the organisation of the day ensuring that staff are effectively deployed so that all children have access to good quality learning experiences and their safety is promoted.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop staff knowledge and understanding of how to put the Foundation Stage into practice to improve the quality and consistency of teaching and children's learning
- set up effective systems to monitor and evaluate practice to ensure that children benefit from a rich learning environment and that older and more able children are consistently challenged (this also applies to care).

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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