

Playways Day Nursery

Inspection report for early years provision

Unique Reference Number	118126
Inspection date	27 February 2008
Inspector	Victoria Vasiliadis
Setting Address	2 Amherst Road, Ealing, London, W13 8ND
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Registered person	Playways Limited
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 satisfactory. 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?

Playways Day Nursery opened in 1998. The nursery is privately owned and is situated in a detached house, located in a residential area of Ealing and serves the local and wider community. Children have access to three play rooms and a secure enclosed outdoor play area.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.30, 51 weeks of the year, except bank holidays. There are currently thirty-one children aged under five years on roll. Of these, eight children receive funding for nursery education. The nursery supports children who speak English as an additional language.

The nursery employs eight staff. There are four staff, including the manager who hold appropriate early years qualifications; two staff members are currently working towards an early years qualification.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

In the main, children's health is adequately promoted within the setting. The children over two years are developing self-care skills as they are encouraged to wash their hands before meals and after using the toilet. However, the babies health needs are not always appropriately supported, this is due to the fact that their hands are not always washed before eating and tables are not cleaned before meal-times. Also, the current sleeping arrangements whereby some children sleep on cushions, bean bags or plastic mats with no sheets is not appropriate. In addition, the setting do not ensure consistent records are maintained once medication has been administered to children. This is a breach of regulation.

Children are encouraged to participate in a wide range of activities which help develop their physical skills. The children are developing control over their bodies as they climb, balance, jump and run. Staff provide activities for children to increase their awareness of space as they steer wheeled toys in the outside area. There are many opportunities for children to develop their fine motor skills, as they use a variety of tools such as paint brushes, scissors, pens and pencils, practise mouse control on the computer and play with construction resources.

The children have some opportunities to learn about their own health. For example, staff talk to the children about eating healthy foods such as fruit and vegetables as it will make them grow big and strong. Children enjoy varied and nutritious meals and snacks such as vegetable couscous, roast lamb, potatoes and vegetables and snacks such as crackers and fruit.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's well-being is adequately promoted as most staff have a satisfactory knowledge of the safeguarding children procedures and the possible signs and symptoms that may indicate a child is being harmed. However, a small number of staff are not familiar with the content of the Safeguarding Children procedures. In addition, the written statement does not clearly identify contact names and telephone numbers for the local police and social services. This could potentially put children at risk, as not all of the staff caring for the children would be able to appropriately address possible abuse or neglect.

Children are kept safe by the effective use of risk assessments and the positive steps taken to minimise indoor and outdoor hazards. Clear fire evacuation procedures are in place and regular drills are carried out, fire fighting equipment is in place and exits identified. This ensures children and staff can leave the premises safely in the event of an emergency. Children are supervised well and always kept within sight or sound of staff members. In addition, some of the older children are aware of how to keep safe as staff talk to them about how to carry scissors safely and what to do if there is a fire.

Children are cared for in a welcoming, clean and suitably maintained environment. The good organisation of space means that children can move around safely, freely and comfortably, promoting their developmental needs and interests. The children enjoy making choices in their play as toys and resources are stored at low-levels and are easily accessible.

Helping children achieve well and enjoy what they do

The provision is good.

Babies benefit from a selection of interesting and fun resources which they explore with enthusiasm such as water play and the musical instruments. For instance, the babies particularly enjoyed splashing, pouring and trying to drink the water. They develop early communication skills as they attract the attention of staff who respond to their sounds during play.

The nursery is a happy place for children to be. The staff provide a warm welcome to the children and their parents. As a result the children arrive happily; they settle quickly and are confident within the setting. Children have fun as they play with a good range of toys and resources. Children receive lots of attention and have a strong bond with staff which increases their sense of wellbeing.

NURSERY EDUCATION

The quality of teaching and learning is good. Children make progress towards the early learning goals because staff have a clear understanding of the Foundation Stage of learning. They plan a well-balanced curriculum which helps children to make progress in all areas of their development. In addition, there are activity planning sheets in place which are used to plan for particular activities. However, these are not consistently evaluated and do not always identify the learning outcomes. Staff observe and record children's progress to help them identify the next steps for their individual learning. They use effective questioning techniques to help children think and listen intently to the children and respond appropriately.

Children are actively engaged in their play and activities throughout the day. For instance, the children thoroughly enjoyed accessing the computer and the different programmes. They show a high level of concentration and are able to participate in activities for extended periods of time. This is because staff encourage the children in their play and skilfully ask them questions to motivate their learning. Children interact very well with adults and each other, playing co-operatively together. They show concern for each other and enjoy the responsibility of helping the younger children.

Children are confident speakers and engage in conversations with each other and adults. Some children share events in their lives with peers showing great delight and enthusiasm at the opportunity to do this. For instance, one little boy spoke about how he had been to the recycling centre with his father and another spoke about his mummy who had recently given birth.

Children have many opportunities to develop awareness of their own environment and the wider world. For example, by planting and growing vegetables in the garden and through the care of the nursery pets. They develop an understanding of diverse cultures and their own beliefs when participating in festival celebrations. Children are exploring how and why things work as they play with programmable toys, telephones and the computer.

Children are able to recognise shapes and the more able children are able to count confidently to ten in familiar contexts. Children are beginning to learn about weight and size as they weigh small balls using the scales and talk about size. But, children have less opportunities to calculate and learn about mathematical concepts through daily practical activities.

Helping children make a positive contribution

The provision is good.

Children behave well, they have a clear understanding of the boundaries and behavioural expectations of the setting. They are learning to be kind to one another, this is because staff encourage the children to be respectful, take turns and share with each other. Children are respected as individuals and are given appropriate praise and support to enhance self-esteem and confidence. They also enjoy being with familiar and trusted adults, who act as positive role models, as they have respect for the children and each other. This positive approach fosters children's spiritual, moral, social and cultural development.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their understanding of diversity. They participate in activities and celebrations of various festivals throughout the year. For instance, Chinese New Year, Easter and some Hindu festivals. Children are valued and their individual needs are respected. The setting has a sufficient understanding of the needs of children with learning difficulties and/or disabilities, although no children are in attendance. There is a Special Educational Needs Co-ordinator present and written policies are in place to support practise.

Partnership with parents and carers is satisfactory. The setting have devised appropriate communication systems with parents which benefits the children's care. For instance, staff exchange information with parents and carers on a daily basis about the child, parents are able to access their child's progress records and staff are available to speak to parents about their child at any time. Some information is available to parents and carers about the Foundation Stage curriculum and notice boards hold information on planning.

Organisation

The organisation is satisfactory.

Leadership and management for nursery education is good. The manager has a clear understanding of the early learning goals and supports the staff team to implement this effectively within the setting. The owners/manager are very keen to develop staff's knowledge and skills to benefit the children by accessing training courses. For example, some staff have already attended briefing sessions on the Early Years Foundation Stage. The staff team is well established, with the majority of the staff having been in post for several years. As a result, the staff work effectively as a team and the day runs smoothly for the children.

The premises are suitably organised. Indoor and outdoor space is set out to maximise play opportunities for children. Most of the legally required documentation which contributes to children's health, safety and well-being are in place. However, consistent records are not maintained when medication has been administered to children.

Children appear happy and settled as ratios are maintained. Half the staff working with children hold a recognised childcare qualification, including the manager. Overall, staff are sufficiently deployed in order to support children in their care, learning and play. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last care inspection, the setting were required to obtain consent from parents before administering medication, to record appropriate information in the registers and to improve fire safety. They have addressed all of these issues, improving children's safety and welfare.

At the last funded inspection, it was recommended that the setting provide opportunities for children to independently access books, information and communication technology or programmable toys and provide more opportunities for children to investigate natural living things. Also, to improve children's physical skills and opportunities for children to learn mathematical concepts through daily routines. They have achieved nearly all of these recommendations, resulting in improvements for children's learning and development. However, the programme for mathematics still needs some development and has again been raised as a result of this inspection.

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 staffs' awareness of the safeguarding children procedures and ensure the policy includes the contact details for the local police and social services
- ensure consistent records are maintained when medication is administered to children
- ensure appropriate hygiene methods are applied and adequate equipment in place to support children at rest 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):

- strengthen the programme for maths by providing more opportunities for children learn through daily practical activities.

- ensure activity records and planning is consistently evaluated and learning intentions identified

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