

Playday Nursery

Inspection report for early years provision

Unique reference number	221615
Inspection date	23/10/2008
Inspector	Anna Davies

Setting address	32 Queens Drive, Huntingdon, Cambridgeshire, PE29 1UW
------------------------	---

Telephone number	01480 390 437
Email	rasilapanchal@hotmail.com
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Playday Nursery is privately owned. It opened in 1999 and operates from a single storey building in a residential area of Huntingdon. The premises are accessible to all and children have access to enclosed outdoor play areas at the front and rear of the premises.

The nursery is open five days a week, from 07:30 to 18:00, for 50 weeks of the year. There are 13 places for children in the Early Years Foundation Stage (EYFS) and there are currently 11 children attending who are within this age group. Children come from the local area. The nursery currently supports a small number of children who have English as an additional language and works in partnership with parents and other providers delivering the EYFS.

The nursery employs four staff as well as the proprietor, all of whom hold appropriate early years qualifications. The nursery is working towards the Early Years and Childcare Quality Assurance scheme.

Overall effectiveness of the early years provision

Staff promote all aspects of children's learning and most aspects of welfare successfully. Children are safe and secure at all times and enjoy their time in a much improved, child-centred environment which encourages children to make good progress in their learning and development. Partnerships with parents are secure and the high level of staffing and strong rapport between children and staff is a key strength, ensuring that all children feel settled, valued and have their individual needs met. Systems of self-evaluation are effective in identifying areas for improvement and this is demonstrated in the good progress made since the last inspection which has had a very positive impact on all outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop systems to ensure that fresh drinking water is independently accessible to all children
- record evacuation drills in a fire log book along with details of any problems encountered and how they were resolved
- put into place the devised system for sharing next steps with parents.

The leadership and management of the early years provision

Clear recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Staff appraisals and monitoring observations are used to identify areas for continuing improvement and professional development, and staff make use of relevant training courses to build on their existing

knowledge and skills. The nursery has taken many positive steps to address actions set at the last inspection, which has improved all welfare and learning outcomes for children. One such example is the re-organisation of toys and resources; these are now stored at low level so that children are able to freely access them and make independent choices about their play.

A good range of policies and documentation underpins the good practice of the nursery. Detailed risk assessments and visual daily checks ensure that any identified potential hazards to children are minimised. Children's safety whilst on outings is a priority; high staff ratios are employed and all necessary contact numbers and emergency procedures are taken to ensure children's safety and security. Regular fire drills are practised with the children and a record of when these are carried out is kept in the register. However, staff do not keep a record of any problems encountered and how they were resolved. The organisation of staffing is a key strength of the nursery; high levels of staffing mean that children enjoy much attention and interaction from staff and build firm attachments to ensure that they feel settled and secure. Staff are very clear about their responsibilities towards safeguarding children and have a good understanding of the signs and symptoms of abuse and the procedures to follow should they have concerns about a child in their care.

There are good arrangements for working in partnership with parents. Parents receive information about their child's progress through daily discussions, annual consultations and termly written reports. They are encouraged to be involved in supporting their children's learning and development. For example, 'Interests at home' sheets give parents opportunities to provide information to staff about their child's current interests and any observations they have made of their learning at home. The nursery have recently devised a system for sharing children's individual next steps of learning with parents to ensure that they are fully able to support and extend their child's learning at home. The nursery provides a fully inclusive service and ensures that children's individual needs are met. For example, parents and children are encouraged to share their cultural experiences, celebrations and artefacts.

The quality and standards of the early years provision

Children are provided with a good range of activities, which enable them to make good progress across all areas of learning and development. Detailed planning is in place in both rooms and most staff have a clear understanding of how children learn during these activities. There is a strong rapport between the children and the staff, which produces a secure and fun learning environment for all children. Staff carry out regular observations of the children as they play; their interests and next steps are identified and recorded in their 'learning journey' and used to inform future planning of activities. This ensures that activities are meaningful and appropriate to individual children.

Staff support children well and encourage them to be active in their learning and to think critically. For example, during a story of 'Goldilocks and the three bears' children are encouraged to use the props in the story sack to talk and compare

different sizes of bear and porridge bowls. Good questioning techniques from the member of staff ensures that children have time to think and recall familiar aspects of the story and are eager to play with the props independently to act out the story themselves. This support offers children the reassurance to express their ideas, to explore further and to share their thoughts.

The effective planning of the environment and the presentation of resources encourage children to explore and promotes their learning and development. For example, children independently select books about their favourite television characters and dolls house furniture to set up their own imaginary play ideas. They are offered a good range of activities outside such as digging in the flower beds for worms and making music with suspended saucepans.

Children work well together as they play the 'Greedy Gorilla' game, in turn, learning about which foods are healthy for the gorilla to eat. They are confident to make decisions and choices for example as they choose which fruit they would like and are gaining good independence skills as they put their own shoes on and serve their own food at lunchtime. Children are developing good literacy skills as staff effectively filter letter and sound recognition activities into play. Young toddlers thoroughly enjoy using their senses to explore newspaper, throwing handfuls of strips into the air and burying themselves underneath. Twice weekly visits to the local Olympic gym give children excellent opportunities to develop and challenge their physical skills and children of all ages gain much confidence from using the apparatus, for example, as they jump into the foam pit. Children behave well and staff manage inappropriate behaviour sensitively and calmly, giving clear explanations appropriate to children's age and stage of development.

Children are learning how they can keep themselves safe. They look and listen for cars as they cross the road with staff and are reminded to walk carefully when inside. Children begin to understand the importance of good personal hygiene as they spontaneously tell staff that they wash their hands before snack times. Their health is promoted through the provision of a good range of healthy snacks and meals. However, although children are offered regular drinks at snack and meal times, at all other times, fresh drinking water and beakers are stored within sight but out of reach which does not enable children to independently access a drink when they feel thirsty.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.