

Playdays Nursery

Inspection report for early years provision

Unique reference number EY366005
Inspection date 19/02/2009
Inspector Sharon Henry

Setting address Playdays Nursery, 52-54 Chigwell Road, LONDON, E18 1NN

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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

Playdays Nursery was registered in 2008 and is one of a small chain of private day nurseries in the South East of England, run by a private limited company. The nursery operates from a purpose built building and is situated in the South Woodford area of the London borough of Redbridge.

The nursery is registered on the Early Years Register. A maximum of 22 children may attend the nursery at any one time, some in part-time places. There are currently 24 children on roll. The setting is open each weekday from 07:30 to 18:00 for 51 weeks of the year. The setting provides funded early education for three and four-year-olds.

There are five members of staff, four of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff is presently completing NVQ level 2 training.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff plan appropriate learning experiences based on the children's interest and individual needs. They promote children's welfare with success ensuring that they are safe and secure at all times. Overall, an inclusive and welcoming service is provided. Staff know the children well and have an understanding of their individual needs. They demonstrate the ability to improve the service through accessing training and their links with the local authority.

What steps need to be taken to improve provision further?

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

- develop effective systems of evaluation to promote an environment of continuous improvement
- obtain more detailed information from parents about children's starting points and capabilities and develop a more consistent approach to planning, observation and assessment to promote children's next steps in learning
- develop the keyworker system to meet the individual needs of each child in their care and to further support partnership with parents.

The leadership and management of the early years provision

Children are happy and confident in their environment. They relate well with each other and have made close attachments with their peer group. Children are becoming independent, as they hang their coats on their pegs on arrival. Children are generally engaged in their play as they join in adult led activities and self initiated activities. They are increasing their self confidence by being able to use

the toilet independently. Staff value what children say and are willing to listen to children and extend their learning by engaging them in conversation and using questioning skills. For example; a group of children were discussing the pictures in a book that was being read to them.

Staff are deployed well which means children are well supervised. Written risk assessments are in place and these are appropriately implemented, this reduces the risk of accidental injury. However the keyworker role is under developed when planning for the individual needs of the children. As a result children are not fully supported and guided in their learning and development. Generally parents receive good information about the setting. However they are not encouraged to share their knowledge about their child's development, particularly when the child first starts to attend.

Some positive steps are taken to safeguard children at the setting. Suitable recruitment and vetting procedures are followed to ensure that staff are fully vetted and have suitable qualifications, training and skills to work with children. For example, criminal records and health checks are carried out on all staff. However, insufficient information is recorded about employees' employment history. An annual appraisal system is in operation which monitors staff ongoing suitability and identifies any additional training needs

Systems are in place to record children's health and dietary needs, which are considered when planning menus. Meals provided are well-balanced and nutritious, allowing children to appreciate the importance of a balanced diet. Meal times are relaxed social occasions where staff and children sit together and enjoy each other's company. Good hygiene practice such as children washing their hands after using the toilet, before meals and staff wearing hair nets when entering the kitchen minimise the risk of cross contamination.

The management have a positive approach to continuous improvement. The nursery has identified some strengths and weaknesses. However; they have yet to introduce systems to continually evaluate and monitor the care and education provided.

The quality and standards of the early years provision

Children are offered a suitable range of activities and opportunities which enables them to make progress across all areas of learning and development. Resources and toys are independently accessible to all ages of children enabling them to make choices in their play.

Children learn to keep themselves safe through clear boundaries and explanations from staff. For example; not running inside and not walking with the scissors. There are effective security measures in place to ensure that access to the building is restricted. For example; visitors are vetted before gaining entry and are required to sign in and out, all of which contributes towards children's safety. Fire drill records show that children are learning to leave the premises quickly and safely. Staff's good knowledge of child protection issues ensures that children are

protected from harm and that their welfare is safeguarded.

Children develop good communication and language skills as staff playfully interact with them. They provide activities that encourages children to listen to a range of sounds, read stories that capture their attention and introduce new words through songs and rhymes. Children are able to express their creativity in a variety of ways. For example, they imitate real life experiences when playing in the role-play area, where they pretend to prepare for a birthday party. Wall displays shows that children are beginning to develop painting techniques as they create butterflies and hearts for valentine day.

There are some opportunities for children to develop their knowledge and understanding of the world, as they explore the life cycle of a caterpillar and create a display showing the changing process from a egg to a butterfly. Children have regular opportunities to access fresh air and develop their physical skills. They enjoy daily opportunities in the garden where they enjoy playing with large equipment such as a climbing frame and a slide.

Systems of observation and assessment satisfactorily monitor children's progress. However, they are not used to identify learning priorities and plan relevant learning experiences. For example, observations are not used to inform planning and even though some observations and assessments have identified children's next steps this is not followed through.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.