

Playstation Day Nursery Ltd.

Inspection report for early years provision

Unique reference number	223582
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Inspector	Janette Elizabeth Owen

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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 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

Playstation Day Nursery Ltd. has been open since 1991. It operates from its own premises on the outskirts of the market town of Ledbury. Children have access to safe and secure outside play, with separate areas for babies and older children. The nursery is open each weekday from 08.00 to 17.45 throughout the year.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are currently 36 children in the early years age group on roll, some are part-time. The nursery is in receipt of funding for early education. The nursery currently supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery employs 10 childcare staff plus a chef and a lunch time assistant. All of the staff, including the managing director, hold appropriate early years qualifications. The nursery receives support and training from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from many ongoing improvements to the provision because the nursery's self-evaluation is mostly effective, but the weaknesses in regard to the learning and development requirements impacts on children's overall learning. Arrangements to promote children's welfare are implemented effectively in a secure and well managed environment. The practice within the nursery is inclusive which ensures that children's individual welfare needs are met well and they also have good opportunities to learn about the wider society. Partnerships with parents and other agencies are good; a consistent approach is used to ensure that children's individual learning and welfare needs are met.

What steps need to be taken to improve provision further?

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

- develop further effective practice; support and extend all children's development and learning by being an active listener and joining in and intervening when appropriate
- develop staff's knowledge and understanding of the educational programme for problem solving, reasoning and numeracy.

The leadership and management of the early years provision

The overall leadership and management of the nursery is effective in ensuring children are safe and well cared for. The professional development of staff is encouraged and training is a priority. This results in well qualified staff and improved outcomes for children. The process of evaluating the quality of the

provision has been mostly effective in identifying the strengths of the provision and areas for development. The change made to the outside play environment has had a big impact on the learning and development of the children. The excellent use of outdoor play area means that children can access a wide range of activities which support their learning and development outdoors for much of the time. However, the self-evaluation has not identified weaknesses in the teaching of problem solving, reasoning and numeracy. This means that children's progress in this area of learning is under developed.

The partnerships with parents are well established because there is a good two-way flow of information between the nursery and parents. This effectively supports children's welfare and learning. Information sharing is well managed. Parents are able to make informed decisions about the childcare and education. Displays relating to the educational programme, photographs of activities children are involved in, as well as displays of children's work provide information on the progress children are making towards the early learning goals. A key person system is implemented, with staff having special responsibility for working with a small number of children, this gives them reassurance and enables a bond to develop between practitioners and children. Information sharing in the baby room is key to ensuring the needs of the most vulnerable children are understood and appropriate care provided.

There are good arrangements in place to ensure the care and developmental needs for children with learning difficulties and/or disabilities or children who speak English as an additional language are met. The nursery staff are proactive in providing a good level of support to enable all children to be integrated successfully into the provision and to make progress in their learning and development. Children benefit because the setting liaises with external agencies or services to identify and support any specific needs a child may have. Systems are in place to work in partnership with any other setting a child attends. This means a consistent approach can be implemented, in relation to children's care and learning.

Policies and procedures support the staff in their everyday work and provide information for parents. Staff follow good hygiene procedures which help minimise any risk of cross-infection and take appropriate action in relation to managing accidents and administering medication. Children are well nourished because they are provided with healthy meals and snacks which are prepared on the premises. Positive steps are taken to ensure the premises is safe and secure with CCTV, cameras used to monitor persons entering the premises. Risk assessments are used to identify any potential risk to children and include most things children come into contact with such as the premises and activities children use. Safeguarding procedures, in line with Local Safeguarding Children Board guidelines, are followed to protect children from harm or neglect and checks are carried out to ensure the suitability of persons who have regular contact with the children.

The quality and standards of the early years provision

The staff support children's learning and development and create an appropriate learning environment so that children participate in purposeful play and exploration. Children are active, creative learners but are not fully supported in developing their critical thinking. The outside play space is used very well to provide children with space to move freely around and engage in stimulating activities. The educational programme is planned to take into consideration children's starting points, their interests and any specific learning and developmental needs. The learning environment is well resourced and children are able to develop their independence and make choices and decisions about what they want to do. However, although resources are available and used by the children there is at times insufficient challenge and constructive interaction by staff to enable them to make as much progress as possible particularly in relation to problem solving, reasoning and numeracy.

Children enjoy song and story sessions with a lot of interaction with staff at these times. Pre-school children sustain their interest and participate with enjoyment to stories, songs and rhymes. The sessions are well managed providing shorter stories for groups of younger children who are less able to sustain their concentration for long periods of time. Children's language, creativity and imagination are well supported through these activities. Children's knowledge and understanding of the world is encouraged by the use of resources and activities provided. They learn to use Information Communication Technology (ICT) equipment such as computers and find out about the world in which they live and the wider society through inclusion in activities which reflect diversity such as celebrating festival and traditions.

Children's personal social and emotional development is well supported by caring staff who use routine activities to promote independence and confidence. At mealtimes, babies are encouraged to develop their skills by feeding themselves. After being spoon fed their breakfast they are given pieces of toast to hold and eat. This provides opportunity for sensory learning and increased independence. They have times to be active and engaged in play and quiet times where they are cuddled and read a story. They are beginning to adapt to care, giving routines and forming a bond with their carers.

Observations are carried out to enable staff to record and make an assessment of the progress children are making. The information is made available to parents through details in children's individual 'learning journey' books and in their development files. Parents are encouraged to discuss children's progress with staff and to add to their child's 'learning journey' book. This enables parents to contribute to their child's learning and development.

Children's welfare is managed well and their individual needs respected. Babies' routines in relation to meals and sleep are respected. All children learn the importance of healthy life styles, healthy eating and the importance of exercise. Children learn to behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. Good behaviour is

promoted through consistently applied strategies, which includes time out and positive praise for good behaviour.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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