

Playaway Day Nursery

Inspection report for early years provision

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Inspector Katy Elizabeth Wynn

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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

Play Away Day Nursery is privately owned and was bought by the current owners in 2006. It operates from a detached house in Harrogate and serves the local community. Children attend for a variety of sessions. The setting opens from 07.00 until 18.00 Monday to Friday for 50 weeks of the year. The setting provides full day care for 62 children aged three months to five years. The nursery is registered on the Early Years Register and currently there are 115 children on roll, all in the early years age range. The nursery supports children with learning difficulties and disabilities and support children with English as an additional language. The setting has three playrooms on the ground floor and three playrooms on the first floor supported by sleep rooms. There is a small annexe at the rear of the building which is used by toddlers. There is access to three secure outdoor play areas. Twenty staff work in the nursery and over half hold an early years qualification. The manager has access to supply staff who provide cover for the nursery as required. The nursery receives support from the Early Years Partnership unit

Overall effectiveness of the early years provision

Overall the quality of the provision is good, as the staff team are very good at promoting the children's welfare and they are working particularly well, to ensure all children are included and their individual needs are fully met. Staff are highly effective in ensuring that all children are well integrated and achieving as much as they can. Self-evaluation takes into account the views of parents and staff and it is effective in identifying strengths and weaknesses and it is used to make significant improvements. Therefore, the staff are able to demonstrate how they have made improvements to the provision, for example, the outdoor area has been developed for each of the age groups to provide excellent learning opportunities. Parents are seen as key and there is a good two way flow of information, knowledge and expertise between both parties.

What steps need to be taken to improve provision further?

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

- continue to develop partnership with other settings for children who attend more than one setting to ensure effective continuity and progression by sharing relevant information
- continue to develop systems to help identify progress and plan individual learning priorities.

The leadership and management of the early years provision

Children benefit from the enthusiasm of the staff who are experienced practitioners that work well together. The staff clearly know the children and their families very well, for example, they are fully aware of the children's backgrounds,

home language, individual needs and parent's preferences. The staff team are experienced in working with children who speak English as an additional language and they skilfully communicate with the children and their parents, for example, the staff welcome families in both English and their home language. Children with learning difficulties and disabilities are fully integrated into the setting and staff are skilful at meeting their specific needs.

Parents receive regular information via the room notice boards, newsletters, daily diaries, parent's evenings and daily feedback from the key people working with their child. Some parents are currently adding their comments and observations to their child's daily diary. There is a system in place to gain information about children before they start at the nursery, which includes their individual routines. Children develop a strong bond with their key person and staff ensure that children's needs are met by their allocated key person, for example, nappy changing and feeding. Children with learning difficulties and disabilities are further supported by the key person as they attend hospital child development sessions to ensure they are working in partnership.

The senior management team and the staff have created an extremely welcoming and inclusive environment, in which to care for the children. The staff team are very friendly, helpful, highly motivated and committed to improvement. The staff are fully involved in planning, evaluating and developing practice, for example, through staff meetings, and appraisals. Staff have regular access to purposeful training, such as safeguarding children, food hygiene and first aid training. Following training courses staff use knowledge to enhance care provided and opportunities for the children.

There are comprehensive nursery improvement plans in place and these are devised, after the views of parents and the whole staff team have been sought. The staff team have chosen an area to be developed each month, ensuring that they maintain continuous improvement. Detailed written policies, procedures and documentation are in place, to ensure children's welfare is safeguarded and promoted. For example, thorough risk assessments are regularly undertaken and reviewed and the safeguarding policy and procedure is shared with parents. The staff have completed safeguarding children training and this is also included within staff induction procedures. As a result, the staff demonstrate a sound understanding of safeguarding issues and procedures, in line with the Local Safeguarding Children's Board guidance, for example, the staff know to record any concerns and seek advice where necessary.

The quality and standards of the early years provision

Children's development is fully supported by staff who motivate them to become active and independent learners. The attractive child-centred environment both indoors and outdoors draws children in and immediately captivates them so that they want to stay, play and explore. A well-considered settling-in process ensures this is a happy and positive experience for children and their parents. Staff observe children and gather relevant information to find out what they like and can do when they first start. These are used to ensure children's learning experiences are

well-matched to their individual needs and so promotes the inclusion of all children. All areas of learning are carefully considered within the activities provided and both boys and girls are considered when planning activities. Staff have started to complete learning journals on their key children and effectively plan for their next steps in learning. Staff have recently contacted other settings the children attend and are in the process of sharing information to ensure children continue to make good progress in their learning and development. Children's independence is encouraged as they make choices in their play and access a wealth of interesting resources that are within their reach. For example, children use the hoops outside as reins for their horse game. They act out scenarios and use their imagination to develop their role play.

Staff interact skilfully with the children and support their learning well. High priority is given to promoting children's personal, social and emotional development and this is apparent in the calm and kind way children behave. For example, they willingly share resources, take turns and tidy away after themselves. Children are confident communicators, able to express their needs and talk with others, in addition they ask staff for support when needed. Their love of books is fostered because staff read to them expressively and encourage them to join in repeated phrases within the story. During sessions, children have regular opportunities to access the superb outdoor facilities. Staff ensure all areas of learning are developed outside and are suitable for their age and ability, for example, very young children enjoy the sensory garden as they touch and smell herbs and plants. They laugh excitedly as they make marks in the gloop and bang the pots and pans. Children's motor skills are developing well as they use the large and small apparatus and climb in and out of the various dens. Children's creativity is encouraged and valued. For example, children have ample opportunities to paint and create their own individual pictures using a variety of materials. Access to modern technology means children are confident to use keyboards, CD players and battery operated toys independently.

Children's welfare is ably promoted in the setting. Children follow good hygiene practices and learn the importance of washing their hands before eating. Children enthusiastically sit down to a variety of home cooked meals including plenty of fresh fruit and vegetables. They readily help to tidy away toys and return items, such as small world equipment, to their rightful places after use. Staff teach children to be considerate to others and to value their individuality. Many activities help children to develop an awareness of the wider world. Children celebrate a variety of cultural festivals and they learn about different countries as they have opportunities to take the nursery teddy on holiday with them and then complete a daily diary for him that is then shared with the rest of the nursery. Children also develop a real sense of belonging in the community as they visit the local shops and visit the local rest home at Christmas time. They have good opportunities to care for animals and plants as they grow their own vegetables and plants, children also take turns to care for the nursery hamster. Overall, the quality of the activities and learning experiences provided ensures children are developing the skills and attitudes needed for the future.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	2
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?	2

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