

Playaway Day Nursery

Inspection report for early years provision

Unique reference number

EY258508

Inspection date

19/06/2009

Inspector

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Setting address

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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

Playaway Day Nursery opened in 1990. It operates from four rooms in a converted house in a residential area of Barking, close to the town centre in the London borough of Barking and Dagenham. The nursery serves the local area and wider community.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 25 children in the early years age group on roll. The setting is registered on the Early Years Register only.

The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The nursery employs eight members of staff, all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting supports and understands each child as an individual, which ensures that welfare needs are promoted and appropriate learning opportunities are given. The setting's partnership with parents helps to ensure that all children make good progress given their age, ability and starting points. Detailed policies and procedures are regularly updated and help contribute to the good care provided. The setting reviews aspects of its work with children through self-evaluation which is beginning to have a positive impact on the quality of its overall provision. The nursery has made the improvements recommended at the last inspection. Children make good progress because staff recognise the uniqueness of every child, working effectively with parents and other agencies where required to ensure appropriate support is provided.

What steps need to be taken to improve provision further?

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

- improve procedures to record visitors to and from the nursery
- continue to develop planning systems relating to the needs of individual children in line with the Early Years Foundation Stage framework, and provide greater opportunities for children to develop maths and disability awareness skills.

The leadership and management of the early years provision

Effective systems to recruit, appoint and induct new staff, and the implementation of procedures ensure children are safeguarded from harm. The required documentation is in place to promote children's welfare. Staff are well deployed to ensure children's safety. All records and policies are in place and work well in practice. Regular risk assessments help staff to identify any areas of concern and staff are aware of any issues. Staff members understand their roles and responsibilities and work well as a team to offer sufficient cover within the rooms. The registered person plays an active part in ensuring suitable adults are employed to provide care. Children's learning is promoted through good leadership and management of the nursery. This is the responsibility of the manager who oversees the implementation of the Early Years Foundation Stage to ensure all children benefit from the activities and experiences provided. The nursery successfully promotes inclusion by welcoming all families, helping new children to settle quickly and offering additional support where appropriate. Staff work in partnership with other agencies to support children, particularly those with additional needs and for whom English is an additional language. Links between home and nursery are secure in relation to sharing information about children. Parents complete a profile of their children's starting points at the beginning of the Early Years Foundation Stage, and sufficient information is included in the prospectus to ensure they are informed of how the nursery implements the curriculum. Activities to try at home are suggested in order to involve parents more in children's learning. Regular parents' evenings and reports provide opportunities to discuss children's progress.

The required documentation and records are maintained to a good standard in most respects, although the recording of visitors is not sufficiently organised. Staff recognise their strengths and place priority on self-evaluation. They continually assess their training needs and update their skills and knowledge. All aspects of the provision are continually monitored to ensure children receive a good start to their individual learning. The setting actively seeks support from the local authority advisory teachers and support workers, and value their constructive comments.

The quality and standards of the early years provision

Children are starting to make good progress in the setting and are well supported by staff who support their independence and choice appropriately. The setting takes care to properly establish the starting points of children and staff undertake effective assessments based on observations in order to plan interesting activities for the children. Staff allow children to explore their play environment and support them as they play individually or in groups of varying sizes.

Their individual learning is promoted by staff who have a secure knowledge of children's individual strengths and next steps for development. Staff recognise the learning potential from opportunities enabling them to support, promote and extend individual learning, introduce new vocabulary, develop skills and knowledge, and promote curiosity. Robust systems to plan and assess children

ensure activities are matched to their individual abilities and interests. Staff join in with the children's play as they use the climbing frame, basketball and play in the home corner. They encourage role play. This effective interaction enables the children to settle, have fun and gain positive relationships with the staff. An interesting range of resources and activities are made available so that they can pursue their own interests and choose what they want to play with. Children enjoy mark marking with a range of media.

Children respond positively to the activities that are made available to them as they decide to use role play equipment, dress up or play with puzzles and toy cars. Babies enjoy exploring a range of suitable toys and activities in a cosy, relaxed environment. They benefit from good levels of interaction and eye contact from staff and have regular opportunities to play with older children. The setting's partnership with parents helps to ensure that all children make progress given their age, ability and starting points. The setting reviews aspects of its work with children through self-evaluation which is beginning to have a positive impact on the quality of its overall provision. Children are happy, develop secure and trusting relationships and enjoy their learning in a safe, secure and exciting early years environment. The good knowledge of every child's individual needs and abilities ensures staff promote children's welfare and learning with success. Children's understanding of diversity is promoted through a range of activities and resources, although the provision of more resources and activities that promote positive images of disability is an area for development.

Children learn about letters, sounds and develop early writing skills. Children enjoy messy play and develop creatively through role play and other activities. Children's physical skills are developed through a range of planned activities. Children's understanding of numbers is promoted through some everyday events, and management recognises creating more opportunities for children to be introduced to maths as a area for development. Children's learning is promoted by regular visitors, such as a dentist and fireman, who talk about their work and help children to keep themselves safe. The outdoor play area is used well, and indoor activities are taken outdoors and the children develop good spatial awareness and control their body movements whilst walking, running and negotiating obstacles.

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?	3
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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