

Playdays Nursery

Inspection report for early years provision

Unique reference number EY387645
Inspection date 24/08/2009
Inspector Pauline Pinnegar

Setting address 15 Simpasture Gate, NEWTON AYCLIFFE, County Durham,
DL5 5HH
Telephone number 01325312050
Email mail@anl.me
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Playdays Nursery was registered in February 2009 with the current provider and is one of two facilities operated by Nursery Group Limited. The other facility operates in Scotland. The nursery operates from four playrooms and associated facilities within a single storey self-contained building. It is situated in the Newton Aycliffe area of County Durham. Children have access to two enclosed outdoor play areas. The nursery is open each weekday from 8.00 am to 6.00 pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered to care for a maximum of 54 children at any one time, all of whom may be in the early years age range. There are currently 61 children attending in this age group. The nursery is also registered for children aged over five years old to eight years old. This provision is registered by Ofsted on the compulsory part of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three years old and four years old. It currently supports children with learning disabilities.

There are 13 members of staff, all but one of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting is bright and welcoming, helping children to settle easily. Processes of self-evaluation are used as a tool to make continuous improvement and the key strengths and areas for development are generally well identified and monitored. Systems for planning experiences and observing children are being developed. Suitable procedures are in place to support all children's individual needs and the setting works with other agencies to support inclusive practice. The nursery has formed strong links with parents, using a broad range of methods to involve them in their child's learning. Most of the required documentation is in place.

What steps need to be taken to improve provision further?

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

- analyse the observations to help to plan 'what next' more clearly for individuals and groups of children
- continue to develop the outdoor environment to offer children freedom to explore, use their senses and be physically active and exuberant particularly for children aged under three years
- ensure all children are provided with healthy and nutritious snacks
- improve the record of the risk assessments to include regular review dates for all outings.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure records of the information used to assess the suitability of all members of staff including the unique reference numbers of CRB Disclosures and the date on which they were obtained is available for inspection.(Suitability of adults)

31/08/2009

The leadership and management of the early years provision

The management of the setting has a clear vision for the nursery. The processes of self-evaluation and the monitoring of the effectiveness of the systems in place are sufficient in highlighting the main strengths and some areas for improvement, with additions such as the new high quality furniture and resources having a positive impact on children. The staff show how they adequately evaluate the care and education they provide. Verbal and written feedback from parents is gained, which gives them a broader view of the service they offer.

Staff are positive and develop warm relationships with children. They welcome all children and the strong partnership with parents and carers ensures that children's individual needs and requirements are respected. Children with learning disabilities are supported in their development and appropriate strategies are used by staff to ensure they are fully included in the life of the setting, working well with other agencies. The nursery shares information about children's learning journeys and development regularly and there are ample opportunities for parents to provide information about what the children do at home. Parents receive information about activities and discussion at home that links to the topics being covered in nursery, extending children's learning beyond the nursery setting. Parents also contribute to children's assessment records. Good links have also been formed with local schools to enable effective transitions for children into school.

Staff appraisals provide opportunities to identify training and further professional development, supporting staff's knowledge of the Early Years Foundation Stage (EYFS) and effective practice. Records and policies are generally well maintained to promote children's welfare and safety. However, not all records relating to staff suitability were available for inspection, which is a statutory requirement within the EYFS. Risk assessments are completed and reviewed for all hazards indoors and outdoors. However, these are not regularly reviewed for all outings. Staff check areas for safety and the premises are made additionally secure with the use of closed circuit television. Staff are aware of child protection issues and have a sound understanding of the safeguarding procedures, so that children's welfare is promoted at all times. All staff have completed child protection training and most staff have up to date first aid certificates.

The quality and standards of the early years provision

Children are happy and settled in the nursery, enjoying a range of activities that are planned as a result of their interests. This provides a secure base for further

learning. The staff have a sound understanding of the EYFS and explain how they adequately implement it. Overall, children make sound progress in their learning and development. Systems for planning, observing and assessing children's progress are in place and being reviewed. However, observations and assessments are not consistently followed throughout the nursery. Some records are not clearly linked to the early learning goals and do not always clearly show children's 'next steps'. Children are developing an understanding of responsible behaviour, as staff employ a consistent approach. There is a good range of high quality resources showing positive images of people from different cultures and those with disabilities. Staff explain that they complement these by celebrating a small selection of festivals. This appropriately nurtures children's understanding of the wider community. Children also begin to learn about their local community and enjoy trips to the local library and walks to the local park and 'duck pond'. Outings further a field includes trips to the local railway museum, ice cream parlour and Beamish Museum.

Staff interact positively with children throughout the sessions. Younger children particularly enjoy dancing and singing using the karaoke machine, taking turns with the microphone. All children explore music and dance with a range of musical instruments. Babies and toddlers enjoy lots of cuddles and have daily access to a creative area which they enjoy, as they draw pictures with chunky chinks and explore a range of both natural and man made materials in the 'treasure baskets'. They experiment with textures such as play dough and collage. Staff talk to babies and their physical development is supported by staff who provide suitable equipment to help them walk or crawl. Younger children have easy access to messy play, experimenting with sand, bubbles and splashing in the water. Pre-school children serve themselves lunch and pour their own drinks, which supports their growing independence. A wide range of books are available for children to look at independently or with staff. Role play areas, dressing up clothes and appropriate resources are provided every day to foster children's imaginations. Children particularly enjoy playing with the puppets with older children having fun using their imagination further, making a puppet theatre and stage. Activities such as growing vegetables and fruit supports children's knowledge and understanding of the world as they watch the roots grow and follow the process through. Pre-school children explore spiders and bugs in the garden and talk with confidence about the spiders web and eggs. Children's mathematical thinking is suitably promoted as they explore shape sorters and participate in sequencing and matching games. Pre-school children explore numbers and counting in everyday experiences. They particularly enjoyed walking to the bus stop in the local community, looking for numbers on the buses and observing the bus timetable. Children have varied opportunities to explore information and technology using computers, digital cameras and the newly installed 'white board'. Pre-school children have varied opportunities to explore letters and sounds with many able to recognise and write their own names and those of others within the nursery.

Children's good health is promoted through a range of healthy options for lunch and tea. However, healthy options at snack time are not offered consistently throughout the nursery. Children develop a good awareness of how to keep themselves safe and healthy, as they respond quickly to staff reminders about road safety when out walking. Regular fire drills take place, which promotes children's

understanding of the procedure they should follow in an emergency. Staff talk to children about healthy foods during play and when eating lunch and how they need to wash the germs off their hands before eating. They follow good hygiene practices, such as brushing teeth after meals. Children take part in weekly gymnastics sessions during term time and enjoy being outdoors playing with the range of equipment to promote their physical skills. However, opportunities for energetic play outdoors is not always planned consistently, particularly for children aged under three years old.

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met