

# Playdays Nursery

Inspection report for early years provision

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**Unique reference number** 138232  
**Inspection date** 14/07/2009  
**Inspector** Patricia Ann Edward

**Setting address** 58 Queens Road, Wimbledon, London, SW19 8LR

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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).

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 opened in June 2000 and is one of five nurseries owned by Playdays Day Nursery & Nursery School Limited. The setting is registered for 44 children within the Early Years Register and of these, not more than 21 may be under two years at any one time. The are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll within the early years age range. The setting operates from the ground floor of a house which is situated within a residential road. Wimbledon town centre is within short walking distance.

Children are grouped within one of three base rooms: babies (three to 18 months); toddlers (18 to 30 months) and pre-school (30 months to five years). A significant number of children are bilingual and some speak English as an additional language. There is a secure outdoor play area and the nursery keeps a number of pets.

The setting operates five days per week throughout the year, apart from one week over Christmas and New Year. Opening hours are from 08.00 to 18.00 and children attend for a variety of sessions, hours and days.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Learning opportunities at the setting for children have significant weaknesses that limit the progress in their learning and development. Observations and assessments are in place and staff plan next steps for individual children's learning. However, staff are not certain of their role and responsibility in providing effective meaningful activities and opportunities to support these. Staff provide a friendly welcoming environment, although displays and equipment in place do not always promote inclusion. Parents have limited involvement in their children's learning and development. The setting have processes for self-evaluation and monitoring, however, they are not effectively used to enable them to reflect on their strengths and areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- obtain meaningful information pertaining to children's starting points from parents or carers to help inform future planning of appropriately challenging and stimulating activities to promote their learning and

03/08/2009

- development (Assessment arrangements)
- ensure all children are effectively supported in their progress towards the early learning goals in all areas of learning by planning, effective, relevant and motivating experiences and activities for each child. (Assessment arrangements) 03/08/2009
- provide children with appropriate support and opportunities to help them develop in all areas of their learning by effectively using observations and assessments to ensure children are able to make the best possible progress from birth towards the early learning goals. (Assessment arrangements) 03/08/2009
- develop the use of educational programme for children's communication, language and literacy skills to experience a broad range of opportunities to develop their confidence and competence in their use. (Educational programmes) 03/08/2009
- promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. (Organisation) 03/08/2009
- ensure that there is a balance of effective adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play. (Organisation) 03/08/2009

To improve the early years provision the registered person should:

- further develop risk assessment, to include local outings, trips and walks
- ensure register include times of staff's arrival and departure
- increase staff's knowledge of procedures as detailed 'What to do if you're worried a child is being abused'
- ensure the named practitioner responsible for behaviour management updates their knowledge at regular intervals
- reinforce children's understanding of hygiene after handling nursery pets
- develop the use of displays to relate effectively to families and children who use the setting

## **The leadership and management of the early years provision**

The children are cared for by suitably qualified staff, vetting procedures are sufficiently robust to ensure suitable checks are carried out. The manager and staff carry out regular visual and written risk assessments to ensure children are cared for in a reasonably safe environment. However, risk assessments are not in place for all outings that children frequent on a regular basis, which compromises children's safety whilst on outings. Staff are aware of the indicators of abuse and neglect. However, the named person for safeguarding has not updated her

knowledge for some time and lacks knowledge of procedures as detailed in 'what to do if you're worried a child is being abused'. The named person for behaviour also has not updated their knowledge in this area. Some of the actions raised at the last inspection have been addressed. The staff have revised registration system for children to include the times of their arrival and departure, although not all staff record their hours of attendance. Risk assessments have been devised to ensure the safety of children, whilst on the premises, in the garden and on major outings. The setting has increased the range of equipment and resources in all group rooms and the provision for outdoor play. All of which has improved children's safety and welfare. However, there are a number of actions that have not been addressed effectively to bring about improvement for children's learning and development. These have been reapplied.

Although the manager and staff have increased their knowledge and understanding of the Early Years Foundation Stage (EYFS) this has had little impact on the quality of the learning and development outcomes for children. Parents are provided with limited information about the EYFS, and this is due to staff's limited knowledge and experience of the learning outcomes. This means that parents have limited opportunities to take part in their children's learning. However, they do have access to their children's folders which contain little information about their progress through the use of basic written observations. The setting has regular visits from the local authority mentor. There are processes in place for self-evaluation. However, the systems are not robust enough to identify the areas for improvement. Staff lack understanding of inclusive practice, when organising activities and displays to ensure all children are included and their origins are valued and respected. This helps promote children's sense of self, their self-esteem and also their knowledge of their wider community and world.

## **The quality and standards of the early years provision**

Staff are aware of children's dietary needs and ensure children have access to healthy and nutritious snacks and meals which meet their individual dietary requirements. Meal times are a social occasion where staff sit with the children. Drinks and snacks of bread sticks, rice cakes, raisins are freely available which ensures children stay hydrated and their independence skills are promoted. Children learn about appropriate hygiene practices as they readily wash their hands before eating and after using the toilet. However, hand washing procedures after accessing the pets are not effective. Appropriate procedures are in place for sick children which ensures they are cared for appropriately should they become ill whilst at the setting. Children learn about how to keep themselves safe as they take part in regular monthly fire drills. This ensures they know what to do in the event of an emergency situation.

Children are at ease and settled in their environment. They have free access to an adequate range of toys and equipment which promotes independence and choice. The setting has revised their planning systems to include a section on children's interests and they have more focus on free play. There are very limited adult led activities organised throughout the week. There is currently no planning in place, just a list of children's next steps. Activities are not planned sufficiently to promote

and enable children to make effective progress in their learning and development. Not all staff are consistent in interacting with children to develop and challenge their progress towards the early learning goals. For example, staff who sit with children at activities do not always successfully extend children's learning as they play nor make effective use of every opportunity to develop their thinking and knowledge. Although staff identify next steps for children's learning across the six areas of learning these are not used effectively to plan further activities that will help them make progress. Staff are not clear of how children with additional needs should be appropriately supported to help ensure they are fully involved within the setting. There are no rigorous evaluation systems in place to monitor the effectiveness of the early years activities or opportunities, to ensure continuous improvement. This would enable staff to engage in reflective practice to resolve the situation.

There are opportunities for children to develop their imagination through the use of the role play area. However, this area is not effectively used in the pre-school area. Younger children move about freely and confidently, playing with interest and excitement. They express themselves openly and join in singing, listening to music and stories with enthusiasm, but have limited opportunities to problem solve in their play, although resources are available to promote this area of learning. All children's physical development is supported to promote their core strength, balance and mobility indoors and in the garden, where they run freely and use a range of small and large scale equipment. Such as large slide, tyre tower and wheeled toys. They also go for regular walks to local parks to walk the rabbit, play games or to collect leaves. Children learn about growth and change through planting projects in the garden and help care for the rabbits and guinea pigs to learn about living things. Although children have daily access to a laptop, it is not always turned on to attract their interest. An Information and Communication Technology teacher comes in one morning a week to work with children. Pictures illustrate children are developing competence in using a mouse to move images on a screen. Although children are encouraged to write for a purpose as they name their own art work, staff members do not use these opportunities to develop their skills in forming recognisable letters or to recognise initial sounds and learn phonics. Planning does not evidence that this is reinforced.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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## **Annex B: the Childcare Register**

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

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