

Play Days Nursery Limited

Inspection report for early years provision

Unique reference number	EY346270
Inspection date	30/07/2009
Inspector	Paula Hunt
Setting address	Eyres Monsell and Gilmorton Children's Centre, Hillsborough Road, Glen Parva, Leicester, Leicestershire, LE2 9PT
Telephone number	01162 252213
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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

Play Days Nursery Limited registered in 2006 and is a privately owned setting operating from a self contained fully accessible unit within Eyres Monsell and Gilmorton Children's Centre in Leicester. The nursery is open each weekday from 07.45 to 17.45 for 51 weeks of the year. All children share access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 66 children aged from six weeks to eight years on roll. Of these, 11 children receive funding for early education. Children come from the surrounding community and wider area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff who work with the children, all of whom, hold appropriate early years qualifications. The nursery receives support from the local authority, a mentor teacher and the Foundation Stage team based at the children's centre.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from being cared for by a qualified, friendly and caring staff team and make good progress in their learning and development. They enjoy a varied range of activities and experiences in a safe and secure setting, which effectively meets their needs and helps them to make good progress. Partnerships with parents and other professionals effectively ensures all children's needs are met in an inclusive environment. Careful monitoring and regular self-evaluation by the manager and the staff team ensure that priorities for further development are identified and appropriate action taken.

What steps need to be taken to improve provision further?

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

- ensure the daily record of attendance is accurate and includes the names of children's keyworkers
- develop further the system for observation and assessment, making links to the areas of learning and development and show clear identification of children's next steps
- improve and increase resources in the book area for older children to make it more inviting and fully promote children's understanding and enjoyment of books and stories.

The leadership and management of the early years provision

The nursery has a range of clear, effective policies and procedures in place to support their good practice, which are regularly reviewed and updated. All the required statutory documentation is in place, although, the daily record of children's attendance is not accurate, as some children and their key-workers are not marked in, which compromises their safety should an emergency evacuation occur. The management team rigorously monitors and evaluates the setting and this results in them having a good understanding of their main strengths and areas for improvement. They continuously look for ways to improve practice within the nursery, for example, the action plan shows the improvements currently taking place to the outside play areas to enhance and support children's outdoor learning opportunities. The nursery has positively addressed all recommendations from their previous inspection and significant improvements have been made. Consequently, the nursery has a strong focus in bringing about sustained improvement. Children's welfare is protected because robust recruitment and vetting procedures ensure staff are suitable to work with children. Effective systems, such as, staff induction, annual appraisals and regular staff meetings ensure staff are clear about their roles and responsibilities, which has a positive impact on outcomes for children. Continuous professional development is actively promoted and staff attend appropriate early years courses on a frequent basis.

Risk assessments ensure the environment is safe and potential hazards are identified and minimised and children's safety and well-being are protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children are developing an understanding of dangers and how to stay safe as they learn how to access their environment and resources with due care. Their participation in regular emergency evacuation drills of the premises reinforces the importance of responding quickly and safely to possible hazards. Children embark on frequent visits outside of the nursery where staff follow secure safety procedures to help keep them safe. Road safety and stranger danger awareness is sensitively introduced to the children during these experiences. Children's welfare is protected because staff have a secure knowledge of child protection. An informative safeguarding policy is in place and staff monitor all pre-existing injuries that children arrive with and any concerns are discussed immediately with parents.

Parents complete a record of initial information when their children start, which informs staff of their interests and capabilities to support their learning. Parents are encouraged to support their child's learning by keeping staff informed about their achievements, interests and the activities they have undertaken at home. The nursery holds parents' evenings twice a year to encourage parents to come in and spend time looking at the activities their children enjoy. This provides opportunities to talk to their child's key person and to view their progress records. Parents are also provided with questionnaires to complete for feedback on the nursery's practice. Young children have daily diary sheets to ensure information relating to their care and activities undertaken are passed on at the end of the day. Systems

to exchange information with other settings delivering the Early Years Foundation Stage (EYFS) on children's learning and development have been established. The nursery effectively supports children with learning difficulties and/or disabilities and has established very good links with local schools and external services, such as, the Area Special Educational Needs Coordinator (SENCO). Consequently, all children are fully included.

The quality and standards of the early years provision

Children are happy and thoroughly enjoy the range of play opportunities that are available to them in and out of doors. Staff support children well and create an enabling, child-centred environment as children freely explore and choose toys and resources that appeal to their interests, promoting confidence and independence. Staff have a good knowledge and understanding of the EYFS learning and development requirements and effectively use the framework to plan activities, which are adapted to suit the individual needs of children. Staff monitor children's learning through regular observations and assessing individual children to identify their progress and achievements over time. However, these are not consistently linked to the areas of learning and development and do not show clear identification of children's next steps. Children's home languages and individual cultures are fully valued and respected. Staff promote a positive awareness of diversity through discussion and many activities, such as, looking at different countries around the world and obtaining postcards from a variety of destinations that children and staff holiday in. Children regularly participate in activities that further develop their understanding of the environment, including, learning about the weather, seasons and the natural world with the outdoor environment used to its full potential.

Children's personal, social and emotional development is fostered with the environment organised to encourage children's independence and to develop their practical skills. For example, they decide what they would like for their snack or when to play in the garden. They confidently go to the toilet on their own or put on their own aprons for an art activity. Children are well-behaved and staff act as positive role models. They have a sound knowledge of appropriate behaviour management strategies and children are encouraged to share, take turns and consider the needs of others, as well as themselves. Staff frequently praise children for their efforts which boosts self-esteem and feelings of self-worth. Children develop confidence and understanding in problem solving, reasoning and numeracy. For example, children regularly explore concepts, such as, quantities and volume when playing with water or sand. Language and communication skills are actively promoted as children join in action songs, share news or stories. When reading stories staff ask questions about the story line and encourage the children to predict what is going to happen next. However, the book area for the older children is uninviting and has a limited variety of resources to fully promote children's understanding and enjoyment of books and stories. Children have many opportunities to develop their communication, language and literacy skills. It is evident through their drawings and early mark making that older children are beginning to draw and write with purpose. Children have good access to information and communication technology (ICT) resources, as they confidently

utilise the computer and programmable toys within their self-initiated play.

Babies and young children benefit from the close attention of their key person who provides consistent care and supports their individual needs. They form warm emotional attachments that help children gain the confidence to experiment with natural materials and explore their environment. Children are encouraged to become fully involved in creative play and 'getting messy' is not used as a barrier for children's enjoyment or creativity. For example, toddlers enjoy creative experiences, as they explore their senses whilst they play with cornflour mixed with water. They spend considerable time at this activity as staff sit close by, supporting them to manipulate the mixture and happily drizzle and feel the texture with their hands. Further opportunities to learn through their senses are provided by the provision of heuristic treasure baskets, opportunities to explore paint with their hands and feet, as well as, supervised access to water and sand play. Children's health is well-supported as the setting has robust hygiene and health routines. For example, there are effective routines regarding nappy changing, children's bedding and personal hygiene to ensure that the risk of cross-contamination is minimised. Individual flannels are used to wash children's faces after eating and positive messages regarding hygiene routines begin at a young age, as they are encouraged to wash their hands at appropriate times. Meals provided at the nursery are healthy, balanced and nutritious and menus take full account of any specific dietary requirements and any known allergies children may have. Mealtimes are social occasions, staff sit with the children, engaging them in conversation, offering children a chance to enjoy their food and develop good table manners. Children remain well-hydrated throughout the day as older children have independent access to drinking water whilst younger children are offered regular refreshments.

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?	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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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