

# Playmates Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	136057
<b>Inspection date</b>	14/06/2010
<b>Inspector</b>	Linda Janet Witts

<b>Setting address</b>	104 Station Road, Yate, Bristol, BS37 4PQ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Playmates Day Nursery first opened in 1990 and is one of two nurseries owned by a private individual. This nursery operates from four rooms in the Young Men's Christian Association (YMCA) building in Yate, South Gloucestershire. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 20 children aged from two to under eight years, at any one time. Generally only early years children attend. The nursery welcomes children with special educational needs and those for whom English is an additional language. There are currently 58 early years children on roll and of these 45 are in receipt of funding for early education.

The nursery is open from 8am to 4pm all year round. The premises are accessible for disabled users and there is a rear garden that the children use.

A team of seven staff are employed. Of the early years practitioners five hold appropriate early years qualifications at level 3. Support staff are also employed.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic practitioners recognise the uniqueness of each child that attends and work to ensure that all children are nurtured in their care, learning and play. As a result, children make good progress from their different starting points in most aspects of their learning and development. Support for children with special educational needs is excellent. A requirement relating to safeguarding is not met, however, this does not impact upon the children's wellbeing and practitioners safeguard children's welfare effectively. The nursery owner and staff have very positive relationships with parents and carers, and partnerships with the other settings involved in children's care are also established. An effective system for self-evaluation of group practice serves to identify the strengths of the provision and areas for improvement.

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

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

- ensure that the practitioner designated to take lead responsibility for safeguarding children within the setting and liaison with local statutory children's services agencies attends a child protection training course (Safeguarding and promoting children's welfare) 31/07/2010

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

- enhance the outdoor play space to further embrace the learning potential it offers
- pitch activities at a level that is demanding but still within the children's reach, so as to ensure that more able children are suitably challenged

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

Children's welfare is safeguarded through implementation of effective policies and procedures. All staff are suitably vetted and their ongoing suitability assured. The designated person to take the lead on safeguarding matters has, however, failed to keep their training up to date. They are booked to attend training imminently and there is a written procedure and other reference material readily available to ensure that any safeguarding matters can be handled appropriately. Vigilant supervision of the children keeps them safe and staff help children to learn to keep themselves safe. Records of risk assessments are in place and reviewed to ensure that steps taken to minimise identified safety risks are effective. Good hygiene practice is followed to minimise the risk of cross-infection and to help children to develop good personal hygiene. Healthy fruit snacks are offered and children have a two-course cooked lunch prepared by the nursery cooks.

The nursery practitioners are all enthusiastic in their work and they show genuine warmth and affection towards the children in their care. A successful key carer system is implemented to promote information sharing between the nursery and parents. Parents praise the nursery highly for all aspects of the provision. Staff have embraced the Early Years Foundation Stage (EYFS) and demonstrate a good knowledge and understanding of the welfare and learning requirements. Staff know the children in their care well and plan activities that build upon children's interests. As a result, the children enjoy the activities offered. Children with special educational needs receive exemplary care and support so that they are fully included and thrive here. Outside professional support is sought in agreement with parents and partnership working established. On occasion the practitioners offer support and guidance to more able children when they could develop activities with their own ideas and using the skills they have already acquired. As a result, they are not always actively challenged in their learning and development.

Short observations and learning stories are produced to show where children are in their learning and to identify next steps to further promote development. Planning successfully covers each area of learning within the EYFS and promotes children's acquisition of skills for the future. The simple documented plans lack detail but all staff are clear of the goals they set for each of their key children and work towards them in their support of children's play. The nursery environment is used well and children are able to move between activities of their choosing safely. Children have plenty of outdoor play opportunities and relish time spent in the garden doing a range of enjoyable activities. Planning for outdoor play does not, however, fully embrace the excellent learning potential that this play space offers.

Partnership working with parents is established from the first meeting. Parents are

welcomed into the nursery to play board games and to see the nursery in operation. Verbal feedback about how the children have been and things they have done is relayed to parents and carers collected. Newsletters are also informative. Some information is given to help parents to understand about the Early Years Foundation Stage and they are welcome to but not actively encouraged to contribute to their children's progress records. Children's key carers are proactive in establishing links with other settings children attend. They share information about what children are learning here and in return receive some information about what the children do in their other settings.

Practitioners are supported well by the owner and team work is fostered impressively. Each member of staff is clear of their role and responsibilities. The owner works with the staff to evaluate the provision and they also seek feedback from parents and children. They understand the importance of commitment to continued improvement and strive to provide high quality care and education.

## **The quality and standards of the early years provision and outcomes for children**

Children arrive enthusiastically and are very happy at the nursery. The children have excellent relationships with the staff and enjoy one another's company. They learn to show kindness and consideration to others and also learn behavioural expectations and good manners from an early age. Children learn to value the diversity of those living in the wider world. They see positive images and activities are planned to further their cultural awareness. For example, children say 'hello' in the different languages they have learnt. Visits into the local community are not often planned.

The children are motivated and interested in the broad range of activities and experiences offered to them. They make good progress towards the early learning goals of the EYFS. Children are familiar with the nursery routine and make choices in their play. They can access resources stored at low level but tend to use those set out attractively for them. The children are keen to join in group activities.

Routine and planned activities help children to develop skills for the future. Children's communication skills are nurtured impressively by the practitioners, who listen with interest to what children have to say, introduce new vocabulary and ask questions to promote children's language and thinking. This is particularly evident at snack and mealtimes when adults and children sit together to enjoy the social experience and there is a happy buzz of conversation between them. They join in rhyming songs and games such as 'silly soup' during which children match similar sounding names to objects. Writing materials are available to the children and they have some opportunities to practise their developing writing skills, such as writing over their names in Fathers' day cards, and drawing showing control when creating lines and circles. Children like to join in counting rhymes and activities. They match shapes and objects and learn positional language. There are few numerals within the environment for children to see and problem-solving to challenge more able children is not actively introduced. The nursery computer is a popular activity choice and the children are competent in its use.

Children learn to keep themselves safe because staff remind them of safety risks and how to avoid injury. Fire drills help to familiarise children with emergency evacuation procedures. The children learn about good hygiene practice such as hand washing. They routinely wash their hands before they eat and also have an opportunity to use a machine that shows them germs on their hands to aid their understanding of the importance of hand washing. The nursery also has a dental box containing items about dental hygiene. Children can practise brushing a large set of teeth with a toothbrush. They bring their own water bottles and staff ensure that children drink regularly especially after exercise. The children are very active. They join in dance and exercise activities to music following the actions with enthusiasm and skill. They relish opportunities to play outdoors. Here they use wheeled toys such as scooters demonstrating control at speed. They balance and use the low level slides. A larger climbing structures is available for use indoors. They run freely and practise ball skills. They also join in group parachute games and utilise the role play resources available in the garden. They have pretend picnics together, go shopping and take their vehicles to the garage to get fuel or for repair.

Children have opportunities to construct with a variety of resources, to paint and combine different materials. Although craft materials other than those provided at the table are stored nearby, children are not actively encouraged to use them to extend activities using more of their own ideas. Also, sometimes planned activities are a little over adult-directed and children's own creativity is not embraced. Children enjoy musical activities joining in with excitement singing the words of many songs that they know well.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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