



## Play Away Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY229821
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<b>Registered person</b>	Play Away Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Play Away Day Nursery opened in September 2002. It is part of Play Away Day Nurseries Ltd, a chain of nurseries which operate locally. This nursery is purpose built on two floors, with a self contained garden and is situated in a regeneration area in the city of Southampton. The children are cared for in different rooms according to their age or stage of development. The nursery serves families from the local community and those commuting into the city.

The nursery is open from 08:00 to 18:00 hours, Monday to Friday, 51 weeks of the year.

Registration is for 102 children from birth to five years of age. However, the setting chooses to admit children from aged 3 months. At present there are 94 children attending, including five funded three-year-olds and five funded four-year-olds.

There are 16 members of staff, 13 of whom have appropriate childcare qualifications. The nursery supports children for whom English is a second language. The nursery has established links with Sure Start and the Early Years Co-ordinator from the local school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment which is warm clean and light where they learn good hygiene routines. They are encouraged to take responsibility for their own personal care and independently access the facilities. Picture boards in the toilet area also act as a visual prompt to remind children that they must wash their hands and why. Good routines for the prevention of cross infection are in place. For instance, staff wear gloves and aprons when changing nappies and use disinfectant to clean down mats between nappy changes. Staff clean toilets regularly, and a contract cleaner is employed to do a more thorough clean, however this is insufficiently monitored which means that some toilets have a build up of lime scale.

Appropriate policies and procedures are shared with parents and implemented consistently by staff to ensure that sick or injured children are cared for effectively. Children are protected from illness because staff advise parents when illnesses circulate the nursery such as, chicken pox or mumps. Staff have up to date first aid qualifications and maintain accurate records to support children's welfare, such as accident and medication records.

There are identified sleep or rest areas in each room. Toddlers rest on sleep mats. Older children enjoy relaxing on bean bags in the quiet areas provided where they can read books or chat to their friends.

Babies have lots of space to crawl around and furniture is placed around the room so that they can pull themselves up to stand and learn to balance. A range of resources such as slides tunnels, tents and mirrors further encourage their movement as they set off to explore their exciting environment. When they need to rest they are laid to sleep in cots made up with clean sheets and children follow their own sleep routines.

Children are offered a healthy diet in line with their parents wishes. They choose from a range of snacks such as, crackers, bread sticks and a variety of fruit. Water is available at all times. Older children are able to help themselves at low sinks. Babies and toddlers are offered drinks at appropriate times, for example when they awake from sleep, when they are hot after exercise and at snack time. Food is nutritious and

healthy and is freshly cooked on the premises. Good systems are in place for those children who have specific dietary needs. The nursery works closely with parents to provide food that is safe and appropriate, such as foods for weaning, vegetarian diets and food for those with a specific food intolerance.

Children have daily access to outside play. They develop strong bones and healthy muscles as they run around in the fresh air. They enjoy steering ride on toys and buggies around the outside area. Children develop physical control and co-ordination, as they practice skills with small equipment such as beanbags, balls and hoops. Children benefit from a good range of activities that promote their manipulative skills. Babies enjoy going out in the fresh air and meeting up with siblings.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff have good knowledge of health and safety requirements. Induction procedures ensure that all new staff are made aware of their responsibilities. Children are kept safe in a purpose built, welcoming, child friendly environment. Rooms are organised well, so that children can move around freely and independently and access a wide range of good quality toys, which are generally well maintained. Furniture is replaced when worn, however, old high chairs are still in use, the foam is exposed which makes them difficult to clean and a potential hazard to children.

All cleaning materials are kept out of reach of children and medication is stored in a high cupboard and systems are in place for the safe administration of medication. Parents are requested to give their written consent, medication is clearly labelled and stored appropriately. Two staff check to ensure the medicine belongs to the child. They check that it's still in date and that the correct dose is given. This is then recorded and shared with parents.

Each room is connected by a telephone, so help is close at hand if needed. Handles on doors are at a high level so children cannot reach and all stairs have safety gates in place. Closed circuit television is in place and staff are vigilant and monitor access to the nursery. Only authorised adults have access to nursery areas and visitors are accompanied. Children are only collected by authorised adults.

Staff and children practice fire evacuation procedures on a regular basis so they know what is expected of them in an emergency. Babies are transported in cots so that they can be quickly and safely evacuated. Staff have prepared fire evacuation bags so that children are able to access a drink and blankets for warmth if needed. All fire doors are kept clear and fire notices inform visitors of the procedures to follow in an emergency.

Babies and toddlers sleep in darkened areas where they are closely monitored and regularly, physically checked by staff. Procedures include the recording of children's sleep patterns these are shared with parents.

Children are well protected as staff know and understand the signs and symptoms of

abuse. The procedures are robust, and staff are knowledgeable about what they must do to protect children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery, as it is an exciting environment to be in. Children are engaged in planned purposeful play. They are involved in the making of displays, for example, by painting the material for a tree. Toys are attractively displayed and encourage children to be curious. For instance, in the home corner kitchen tools are hung from a grid. An indoor garden area is available in which they are able to create and design their own garden. Older children are encouraged to be independent and make decisions for themselves, such as when to have their snacks, what book they read and what fruit to choose.

Younger children are developing independence. They beginning to take themselves to the toilet, and they choose from a wide range of equipment, which are of good quality. However, when resources are shared, the systems for monitoring and maintaining equipment are not always carried out effectively. This impacts on the children's play experience, for example, as the balls to a certain toy are too big for the holes, children become frustrated and loose interest.

Staff understand that children learn at different rates and are not always happy to engage in such things as sensory play. They carefully plan a gradual approach to allow children to get used to it and explore different resources for themselves, building their confidence.

Children engage in imaginary play, for instance, a group of three and four year olds, climb under the table and pretend to be in bed. They imagine waking in the morning, and share the wooden beads as imaginary sweets for breakfast. However, they know not to put them in their mouths, showing they understand what is real and unreal. All children enjoy stories both in a group and on a one to one basis. Babies are well supported. Staff take time to listen to them forming sounds, and respond with enthusiasm, developing and encouraging them to communicate. They are cuddled when fed so they feel secure. All children are developing their social skills as they learn to take turns and share. Children benefit from a good range of activities that promote their manipulative skills. They become skilful in using pencils, crayons and scissors, and enjoy modelling with dough, threading beads and playing with small world toys such as a farm set and doll's house.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure knowledge of the foundation stage and children are making good progress towards the early learning goals. Staff plan suitable and purposeful activities both inside and out, to maximise the children's learning and, overall, provide adequate challenge. Imaginative use of the play areas means that children have a range of stimulating experiences which include the use of props. For example, a wagon wheel with ribbons for children to practice threading, and a large abacus to encourage counting. Children have

opportunities to explore and experiment with resources such as magnets and magnifying glasses, and to plant and watch things grow.

Staff act as good role models to the children, they know them well and have a good relationship with them. They are aware of each child's stage of development and undertake regular baseline assessments of the children, so that individual needs are generally, well met.

Staff work well together, share ideas and contribute to the planning and preparation of activities. They provide a broad and balanced curriculum throughout the year. Activities are linked to the six areas of learning, but are not always sufficiently tailored to take in to account children's specific needs, such as those who are less confident.

Children are confident and eager to participate in activities playing an active role in their learning. They display good self-care skills and show a real sense of achievement when successfully completing tasks for themselves, such as pouring their own drinks and clearing their own plates away after lunch. This helps them master their manipulative skills and develop positive and respectful attitudes to each other as they wait their turn. Staff support the children well by praising and encouraging them for their efforts. However, praise is not always consistent when recognising the achievements of the less confident children, resulting in less opportunities for their confidence to be enriched.

The children have a good range of vocabulary. The older children use language confidently when talking to peers and staff, which has a positive impact on their growing skills and self assurance. They listen carefully to stories and are learning to use number and subtraction, such as when counting out how many chairs are needed to ensure there is enough for all the children or when they use the abacus and calculators.

Children are developing their awareness of shape through practical activities such as placing the sand tools on corresponding silhouette shapes when they have finished playing in the sand tray. They recognise that the sandwiches are rectangles and the cream crackers are square. Children are beginning to use and understand mathematical language, such as tall and big to express the size of the wooden block towers that they have built.

Children have good opportunities to learn about the world around them through activities such as celebrating festivals and sampling foods from around the world. They explore their environment through a range of activities such as magnifying glasses and they enjoy using sand with their hands, watching how it parts and runs through their fingers.

They enjoy investigating and exploring magnets, egg-timers and magnifying glasses and they know that the egg-timers measure the time, magnifying glasses make things bigger and the magnets stick together. Practitioners use routine times effectively to develop the children's sense of time as they tell the children that in five minutes, at half past nine, the café will be open. The children look at the clock to see how long there is to wait. Children are developing their confidence in the use of technological equipment such as the computer. They control the mouse to operate simple

programs.

Children are beginning to form recognisable letters, with some children writing their own names in their homework books. The environment is rich in labelled equipment so that children understand that print carries meaning which serves as a foundation for reading. They listen carefully to stories and can follow the sequence of pictures in the environment, such as handwashing procedures. Children have a good range of vocabulary and use language confidently when talking to peers and staff.

Children use their own ideas and design making skills as they help design the indoor garden and watch how plants and seeds grow. Children's creativity is further developed as the children blow bubbles and explore ice in a tray which means that the children learn about textures and the effects that temperature has on water. They regularly listen to music and enjoy dancing to familiar songs and rhymes to help them explore sound and rhythm.

Children have daily opportunities to develop their physical skills. They have good spatial awareness, moving around with confidence both indoors and outdoors. For example, when playing with a football they move themselves away from their peers so that they can kick the ball in safety. They play outside most days using a range of wheeled toys which they skilfully pedal backwards and forwards to manoeuvre around obstacles. Future plans indicate improvements to the outdoor area to provide the children with more opportunities to develop their large muscle control and climbing skills.

### **Helping children make a positive contribution**

The provision is good.

Children are confident and their self-esteem is fostered by staff who praise and encourage them. Children are kind to each other. For example, a two year old gets a potty for another and staff say 'well done'. Children behave well as staff act as good role models to the children and use appropriate behaviour management techniques. For example, they explain to the children why their behaviour is unacceptable giving them reasons why. Independence and decision making is encouraged as children are able to select their own activities and decide such things as, what snack they would like to eat and when they would like a drink.

They learn about and value each other's similarities and differences through activities such as 'My Family', where the children bring in photographs of their families or people that are important to them. All children are able to access a range of activities which meet their needs. Activities are planned so that they are inclusive for example, art activities are adapted so the younger less able children can take part if they wish. Staff give thought to planning the activities and provide a range of suitable resources. The children's spiritual, moral, social and cultural development is fostered.

The nursery recognise that young children need stability and so provide a key worker system to ensure that children are provided with continuity of care and become familiar with individual members of staff. This is evident when babies recognise their carers and smile broadly as they approach and that all children are happy and well

settled. Parents are encouraged to settle their children so that information can be exchanged and relationships established. Parents are encouraged to share information about children's home routines, sleep patterns and specific requirements such as dietary, religious or cultural needs so that these can be accommodated.

The environment for resting children is calm and well organised as soft background music is provided to soothe babies. A quiet area is provided so that babies can rest peacefully when needed. Staff know the children well and incorporate their home routines wherever possible. Children are allowed to take time on waking and staff are sensitive and considerate at these times, cuddling and reassuring them until they are fully awake. Clear communication takes place between staff in regard to the information parents give about their child. For example, staff know when weaning takes place or routine changes because they discuss this with the parents and take heed of the information provided.

Staff understand that some children may have special needs and they have the appropriate training to recognise and provide opportunities for children to develop to their full potential in full consultation with parents.

Partnership with parents is satisfactory. Parents receive a prospectus and other basic literature about the nursery such as newsletters. They have access to policies which state how the nursery operates and the notice-board is kept up to date with current information.

Parents are welcomed into the setting to help children settle children and provide home information about routines, allergies, likes and dislikes. This is used to help children feel at ease and minimize disruption to routines. However, not enough information is provided to parents about how their children are working through the stepping stones towards the Foundation Stage. They have access to children's assessment records which are readily available. However, they are not given consistent opportunities to share with staff what they know about their child's development, and little information is given to them about how they can re-enforce children's learning at home.

## **Organisation**

The organisation is good.

Children are cared for by staff that are suitably vetted as the provider has robust systems in place for the employment of staff. All staff are trained and experienced to match their level of responsibility and are committed to on going training and learning new skills. New staff are supported through a thorough induction package in which they learn about the groups practise.

Key staff have a good knowledge of the National Standards and all documentation required by regulation is in place and available for inspection. This includes daily registers which show ratios are being maintained.

All staff are made aware of the policies and procedures which mainly support the group's good practise. However, some routines, such as daily checks to toilets and



risk assessments to outside areas are not always carried out thoroughly, this means that the procedures are not always fully implemented.

Children are involved and stimulated by the wide range of activities on offer this is evident as children are happy in their play. The setting is beginning to use Birth to three matters to ensure that younger children are getting appropriate stimulation and care.

Leadership and management are good. Children's education is enhanced by the clear and effective management of the nursery. The proprietors and staff work together and are committed to continuing to develop, reflect upon and improve the education and care. For example, they are accessing training such as special needs and the Foundation Stage. They are actively raising awareness of the setting within the local and wider community.

They have clear vision for the group and are actively implementing a child focussed environment. Managers effectively monitor and evaluate the curriculum to identify strengths and areas for improvement. They are aware of the impact the new assessment and planning system is having on the staff as they become more familiarised with it. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last nursery education inspection the nursery was required to ensure that the children are aware of the importance of keeping healthy and changes that happen to their bodies. Ensure that there are planned opportunities for children to learn about their own cultures and beliefs and those of others. It was also required to ensure that children have opportunities, through practical activities, to develop mathematical language and thinking.

Plans clearly identify opportunities for children learn about themselves and other cultures through the celebration of festivals, food tasting and activities such as 'My family'.

Children take part in daily opportunities to learn about number, weight, shape and size through activities such as counting the chairs at meal-times, weighing and measuring in the sand pit and the use of the large abacus in the garden. This enables the children to explore maths on a regular basis both planned and as part of the routine.

Children learn about keeping healthy as practitioners carry out activities and topics such as 'funny bones' and making a doctors surgery area. Through these opportunities children are able to express the changes to their bodies. For example, if I eat spinach I will grow big and strong, if I tiptoe the other children might not hear me and I use my ears to listen with.

At the last care inspection the provider was required to ensure that staff have a clear understanding of child protection issues and steps to take if concerned about a child.

The group now ensures that all staff understand the procedures, they have in house training and all new staff cover the procedures during their induction process.

### **Complaints since the last inspection**

Since the last inspection Ofsted received one complaint about the setting in relation to two of the National Standards. Concerns were raised regarding Standard 9 - Equal Opportunities. Regarding treating all children equally; and Standard 3 - Care, Learning and Play regarding sleeping arrangements.

Ofsted asked the provider to carry out an internal investigation and report to Ofsted within 10 days. The provider gave a detailed response and demonstrated that they had met and continue to meet the National Standards. Ofsted took no further action and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that equipment safe, sufficient and suitable for the purpose intended.
- monitor the daily risk assessment to ensure that the outdoor play area is consistently secure at all times and that toilet areas are checked to maintain good hygiene.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure activities are sufficiently tailored to take account of children's specific needs, particularly those children who are less confident

- provide parents with more opportunities to find out about their children's progress and achievements and to share what they know about their children's learning within the setting

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