



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY229821

DfES Number:

INSPECTION DETAILS

Inspection Date 15/04/2003
Inspector Name Amanda Shedden

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Play Away Day Nursery
Setting Address Southampton Enterprise Centre
Anderson Road
Southampton
Hampshire
SO14 5FE

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Play Away Day Nursery
Address Southampton Enterprise Centre
Anderson Road
Southampton
Hampshire
SO14 5FE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Play Away Day Nursery opened in September 2002. It is one of the Play Away Day Nurseries Ltd 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 three months to five years of age. At present there are 27 children attending, including three funded three year olds. There are currently no funded four year olds.

There are five members of staff who all have appropriate childcare qualifications. The nursery supports children for whom English is a second language. There are currently no children attending with special needs. The nursery has established links with Surestart and the early years co-ordinator from the local school.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Play Aways day nursery provides good quality care and the children are making good progress towards the Early learning goals.

The quality of teaching, leadership and management is very good and the relationships between the staff, parents and children contribute positively to the children's learning.

Staff have a good understanding of the Stepping Stones. Effective use is made of the children's assessments to ensure that planning is effective and that children can progress. Staff and management create a well-planned stimulating environment where children learn through practical activities.

Children make good progress their personal, social and emotional development. The children are actively involved in their learning. They are confident, work well independently and show high levels of concentration. The staff and children have established friendly positive relationships. The use of praise and encouragement makes all the children feel valued. There are however a lack of planned opportunities for the children to learn about their own cultures and beliefs and those of others.

Communication, language and literacy and knowledge and understanding of the world are the real strengths of the nursery with no weaknesses. The programmes in these areas give the children many opportunities to talk about, investigate and make their own recordings of their findings. They are able to do so in a variety of ways using different materials whilst exploring colour texture and shape. Staff encourage the children to think, they introduce new vocabulary and provide interesting ways for the children to develop their early reading and writing skills. Children's progress in mathematical development is generally good. They have many opportunities to use and recognise numbers one to ten. They are able to learn about size and shape and use appropriate language. However they do not have many opportunities to solve mathematical problems. Parents are well informed about their child's progress.

What is being done well?

- Staff have a good understanding of the Early Learning Goals. They use assessments to inform planning to ensure that the children make good progress across all areas of learning.
- Communication, language and literacy is fostered appropriately. They are many opportunities for the children to express ideas through play. The planned activities enable children to develop early reading and writing skills.
- Children's knowledge and understanding of the world is very good and activities and resources encourage them to explore and investigate their

environment.

- Staff and management create a well planned stimulating environment, where children learn through a wide range of practical activities, making good use of resources.
- Parents are actively involved in their child's learning and opportunities are provided for them to share information and extend their learning in their home.

What needs to be improved?

- Opportunities for children to learn about their own cultures and beliefs, and those of others.
- Children's awareness of the importance of keeping healthy and changes that happen to their bodies.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Provision in this area is generally good. The children are actively involved in their learning. They are confident and show high levels of concentration. The staff's use of praise and encouragement make the children feel valued. The children are interested in the activities and are good at sharing. They do not have enough opportunities to learn about their own or other people's beliefs and cultures

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The provision is very good. The children are making good progress in their early reading and writing skills. They are encouraged to think and contribute ideas. There are many imaginative resources to support this area.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Provision in this area is generally good. The children have access to many relevant resources and staff plan appropriate activities in this area. They are given many opportunities to develop their mathematical understanding. However these do not include enough activities for the children to fully understand addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Provision in this area is very good. Activities are planned that encourage the children to explore and investigate and record. The children are encouraged to talk about themselves and their world. They are able to design and construct competently using a variety of materials and tools.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Provision in this area is generally good. The children are skilled and have many opportunities to use a variety of tools and equipment. They show a good sense of space and move confidently during physical activities. More opportunities need to be available for the children to learn about the importance of keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Provision in this area is generally good. The children are encouraged to use their imagination and express their ideas in a variety of ways. The resources in the role play area and throughout the nursery are excellent and fully support this area of learning. Planning of activities allows the children to explore colour, shape and texture.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that there are planned opportunities for children to learn about their own cultures and beliefs and those of others;
- plan activities to ensure that the children are aware of the importance of keeping healthy and changes that happen to their bodies.
- Points for consideration:
- ensure children have opportunities through practical activities to develop mathematical language and thinking

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.