



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 223582

DfES Number: 517253

### INSPECTION DETAILS

Inspection Date	10/02/2005
Inspector Name	Janette Elizabeth Owen

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Playstation Day Nursery Ltd
Setting Address	Forest House The Homend Ledbury Herefordshire HR8 1AR

### REGISTERED PROVIDER DETAILS

Name	Playstation Day Nursery Ltd 4973661
------	-------------------------------------

### ORGANISATION DETAILS

Name	Playstation Day Nursery Ltd
Address	Forest House The Homend Ledbury Herefordshire HR8 1AR

## 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

Playstation Nursery has been open since 1991. It operates from its own premises on the outskirts of the market town of Ledbury. The premises comprises of baby play and sleep rooms, pre-school area with a messy play room, computer room, home corner and activity room. There is also a dining room, kitchen, laundry, toilet facilities and office. Outside play is available in separate areas for babies and older children. This area is safe and secure.

The nursery is registered to provide care for 40 children aged between 3 months and 8 years. Out of school provision is also included for a small number of children, mainly siblings of younger children attending the nursery.

The nursery opens five days a week through out the year with exception of bank holidays and Christmas. Opening times are between 08:00 and 17:45.

Eight members of staff, as well as the proprietor, work in the pre-school and baby rooms, assisted by five other members of staff including the cook, who provide lunch time cover. All the nursery staff are qualified to minimum requirements and above, level 3 NVQ or NNEB.

The nursery works in partnership with a local training organisation who provides the majority of training, and are able to offer placements to students. The nursery is in receipt of the nursery education grant for funded three and four year olds and belong to the local Early Years Development and Childcare Partnership(EYDCP).

They welcome and support children with special needs, but currently do not have any children with English as an additional language.

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

### **How effective is the nursery education?**

Playstation Day Nursery offers good-quality nursery education which helps children make generally good progress towards the early learning goals. Progress in some areas of learning is very good.

The quality of teaching is generally good. Children are grouped appropriately allowing staff to provide structured sessions where children can concentrate on specific tasks with support from a member of staff. They are able to extend their learning through more challenging activities during these sessions. However, the interaction between the staff and children outside these sessions is less stimulating and children are not provided with the opportunity to demonstrate their knowledge and skills sufficiently during routine activities and tasks.

Children with special educational needs receive a good level of support, enabling them to participate in activities and make progress. Children are developing their social skills becoming independent and forming friendships. They are generally well behaved, although staff do not always use positive behaviour management strategies. The nursery is well resourced and children benefit from the good quality and varied resources. Very good use is made of the technology equipment to support children's learning particularly their mathematical and language development.

Leadership and management is generally good. The manager is actively involved in the setting. Staff development is given a priority, there are arrangements to ensure training is ongoing. However, systems for monitoring new members of staff need to be improved to ensure children benefit from the good staffing levels.

Partnership with parents is very good. There are good systems for sharing information with parents. They are kept informed of their children's progress, regular assessments provide a clear picture of the child's development. Parents are made welcome and staff make time to talk informally with parents on a regular basis.

### **What is being done well?**

- Children are making progress in all areas of learning, structured sessions enable staff to provide further challenges for older or more able children.
- Children are provided with access to good quality and varied resources.
- Children are developing a good understanding of the use of Information and Communication Technology equipment.
- Parents are provided with access to good quality information on the setting and its provision.

**What needs to be improved?**

- opportunities for children to demonstrate their knowledge and skills using routine activities and tasks
- staffs understanding and use of positive behaviour management strategies.

**What has improved since the last inspection?**

Generally good progress has been made since the last inspection when two points for consideration were raised:

1)to provide all children with effective opportunities to be involved in and focussed on activities with appropriate adult support to extend their learning and

2)to develop children's records of assessment.

A structured time table has been established to enable older children to work away from younger children without interruption. However, this does not ensure that all children have effective opportunities to extend their learning with appropriate adult support, as at times the interaction between staff and children is ineffective, limiting children's opportunities to learn.

Children's records of assessment have been developed to show how children are progressing in their learning along the stepping stones towards the early learning goals. The records now clearly show that children are making progress in all areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled, they are developing their social skills, playing co-operatively and sharing. They are generally well behaved and caring. They have begun to develop their own friendships and seek out others to join in their games. The children are beginning to build up a trusting relationship with staff asking for help when needed and seeking out staff for comfort and reassurance.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making progress in developing their writing skills, using activities which help them practise their pre-writing skills before moving on to writing their own names. They have fewer opportunities to develop their understanding of letter sounds. Older children are provided with structured activities in small groups which enables them to work on specific language and literacy tasks. The book area is not easily accessible to children, limiting their ability to independently choose books.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about numbers, shapes and measurement through practical activities, table games and messy play. They are beginning to count and recognise numbers. A good range of resources and activities are available to support children's mathematical learning. Children are not given sufficient encouragement to demonstrate what they have learnt and to use mathematics during routine daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making good progress in their use and understanding of technology, and regularly use computer programmes to support their mathematics and language and literacy. They explore and investigate using a range of interesting activities, and have created designs for pottery plates. Children learn about the world around them from visitors to the setting and outings they go on. They celebrate festivals and traditions and are beginning to learn about the cultures and beliefs of others.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their physical skills using a range of apparatus indoors and outside. They confidently utilise the physical play equipment to practise their skills in climbing, balancing and pedalling. Music and movement sessions are provided to help children develop their co-ordination and control, but are not used effectively to raise children's awareness of the effect of exercise on their bodies.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children create individual pictures and art work which are very detailed and show a good level of control and understanding of what they intend to represent. They depict their ideas and experiences from their own lives. The well resourced role play area is regularly used by the children, they act out scenarios and explore and develop their own imagination. Children have access to musical instruments and visiting musicians who have helped children to use music and songs to express themselves.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- further develop opportunities for children to demonstrate their knowledge and skills during routine activities, effectively interacting in children's play and making good use of questioning
- develop the staffs understanding and use of positive behaviour management strategies.

*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.*