



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 303448

DfES Number: 516134

INSPECTION DETAILS

Inspection Date 15/02/2005
Inspector Name Nighat Ghani

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Playaway Day Nursery
Setting Address Grasmere Drive
 Beechwood
 Runcorn
 Cheshire
 WA7 2TT

REGISTERED PROVIDER DETAILS

Name Mrs Grainne Mary McGovern-Scott

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Playaway Day Nursery opened in 1993 and operates from purpose built premises. It is situated in Runcorn. The Nursery opens each weekday from 08:00 to 18:00 all the year round, apart from the bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from 0 to under 5 years on roll. Of these 21 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children with special educational needs.

The Nursery employs 18 staff. Fifteen of the staff, including the manager hold appropriate early years qualifications. Two members of staff are working towards a qualification.

How good is the Day Care?

Playaway Day Nursery provides satisfactory care for children. The staff work together well as a team, developing positive relationships with children to help them feel safe and secure. The premises are maintained to a good standard with sufficient space for children to play and explore in comfort. Displays of children's work help to provide a friendly welcoming atmosphere for both children and parents. Records and documentation are well maintained with minor omissions.

Health and safety procedures are in place. Risk assessments are carried out, but these do not identify actions taken to minimize identified risks. Healthy nutritious meals and snacks are provided which are freshly prepared at the premises. Children's dietary needs are discussed with parents and respected. At meal times older children are not encouraged to develop their self-help skills for example by serving themselves and being supported to pour drinks. Child protection policy is in place and staff are aware of their responsibilities regarding child protection issues. Children with special needs are welcomed and fully integrated into the nursery.

Staff plan age appropriate activities for older children, however this is not consistent

in the baby room. Older children benefit from an effective key worker system but this is not implemented in the baby room. Staff talk and listen to the children and ask them questions that make them think. There is a good range of equipment available and children can access them freely. All staff manage children's behaviour in a positive manner.

Good relationships have been formed with parents. They are very happy with the care of their children. Staff regularly keep parents informed of their child's development.

What has improved since the last inspection?

At the last inspection there were three actions raised. The first action was that balanced play experiences are made available for children. This action has been partly met. A recommendation has been made to devise a system for planning and implementing a suitable range of activities for babies, which is appropriate for their stage of development and based on their individual needs. The second action was that drinking water is available for children at all times. Children now have free access to drinking water. The third action was to review meal times. The staff sit with the children however a recommendation has been raised to promote older children's independence and serving skills. The completion of these actions has enhanced the children's health, development and safety.

What is being done well?

- Staff use appropriate strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a very good example for children.
- Children's dietary needs are discussed with parents, recorded, respected and catered for at all times. Healthy nutritious meals and snacks, which are freshly prepared on the premises, help to promote children's physical growth and development, as well as fostering healthy eating habits.
- The children are happy, settled and enjoy their experiences at nursery. They are forming good relationships with one another and the staff interact well as they play and learn.
- Staff are deployed effectively and are aware of their roles and responsibilities. They work well as a team and have very good relationships with the parents.

What needs to be improved?

- the implementation of the key worker system in the baby room
- the organisation of lunch time routine
- the planning and implementing of a suitable range of activities for babies, which is appropriate for their stage of development and based on their

individual needs

- the effectiveness of the risk assessments
- the documentation relating to parents consent for emergency medical advice/treatment.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since April 2004 Ofsted has received one complaint in relation to supervision of unvetted staff (National Standard 1 Suitable Person), staffing ratios (National Standard 2 Organisation) and notification of significant events (National Standard 14 Documentation). Ofsted visited the nursery and carried out an investigation. As a result, the provider was required to carry out four actions and these were to ensure that children's time of arrival and departure are recorded, unvetted staff are supervised at all times, to notify Ofsted about a significant events and changes to premises and staff/child ratio is maintained at all times.

Ofsted carried out a second visit to monitor the actions raised and was satisfied that the registered person had taken appropriate steps to address these actions. The provider remains qualified for registration.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Implement a key worker system in the baby room. Develop the lunchtime routine to ensure children have access to drinks and older children are encouraged to develop self-help skills, by serving themselves and being supported to pour drinks.

3	Devise a system for planning and implementing a suitable range of activities for babies, which is appropriate for their stage of development and based on their individual needs.
6	Conduct risk assessment on the premises identifying actions to be taken to minimize identified risks.
7	Request written permission from parents for seeking emergency medical advice or treatment.

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

How effective is the nursery education?

Playaway Day Nursery is acceptable and of good quality overall. Children are making generally good progress in four areas of learning and very good progress in personal, social and emotional and physical development.

Teaching is generally good. All staff have a secure knowledge of the Foundation Stage. Plans, activities and assessments are organised under six areas of learning. Staff are skilful in asking children open-ended questions, which promotes children's language and communication skills. Children experiment, explore and investigate only during adult-led activities. This does not give children the opportunity to independently access activities to consolidate learning. Staff are not always clear about the objectives which they are intend to achieve from an activity provided. Staff are calm and confident in their management of children, they have high expectations for children's behaviour and manners and they provide effective role models for sensitive social interaction. Staff conduct evaluated observations on individual children, however this information is not used when planning the next steps in the children's learning.

Leadership and management are generally good. Staff are deployed effectively, and are aware of their roles and responsibilities. Plenty of opportunities are provided for staff to attend trainings, however there is no formal system in place to identify staff training needs or to monitor and evaluate the provision for nursery education.

Partnership with parents is generally good. Parents are given a wealth of information about the setting and the Foundation Stage. Staff give feed back to parents on regular basis, however parents do not contribute towards their children's assessments.

What is being done well?

- Children's behaviour is positive. Staff act as good role models creating a calm, safe, relaxed atmosphere, reinforcing rules and boundaries in consistent ways.
- The partnership with parents and carers is good. The parents speak very highly of the provision and are very impressed with how settled and happy their children are at nursery. They feel they are well informed about the provision and their children's progress.
- Excellent team work is evident. Staff constantly communicate with each. They use good questioning skills and techniques with children so that they fully benefit from the opportunities and develop their skills in different areas of learning.

What needs to be improved?

- the use of assessments of the children's progress, to show how these are used to inform the planning of the next steps in the children's learning and to include information from parents about their child's progress at home
- the free access to the activities for children to explore, investigate and experiment to find out how and why things happen and consolidate their learning
- the staff's awareness of the learning objectives to be achieved from an activity
- the identification of staff training needs through a formal system and monitoring and evaluating the provision of nursery education.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues from the last inspection. These were to extend planning to develop the children's listening skills through the provision of increased opportunities to listen to sounds, music, and instructions. Children are provided with several opportunities to play different types lotto games where they have to listen to sound, music, and instructions. The second key issue was to increase the children's opportunities to record their observations, and develop their understanding of what they see and feel. Children are now provided with mark making equipment which they can access freely to record their observations of what they see and feel. The third key issue was to develop teaching to use naturally arising situations and planned activities to encourage children to record numbers, and extend the children's ability to use numbers. Include, also, opportunities to 'add one more' and 'take one away'. Planning and discussion with staff clearly indicates that the children are provided with opportunities to use numbers in the daily routine and children are learning about early addition and subtraction through nursery rhymes. The fourth key issue was to develop teaching methods to include timing and judgement of how most effectively to support and intervene to allow the children more time to experiment and question how things work and why things happen. Extend children's opportunities to think about problems that arise and time to work out how to solve the problem, such as for example, children learning to fasten their own coats. This area still remains and a key issue has been made. The last key issue was to further develop methods of teaching to include ideas on how to extend children who learn more quickly. Staff now provide more challenging activities and learning opportunities for more able children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated, and independent and concentrate well in their chosen activities. They are kind and considerate to each other. Children behave well and understand that they have to share and work together harmoniously. Children take pride in their work and their environment; they clear away the toys at tidy up time and clean the tables before snack time. Staff respect children and value what they do and say.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use a wide range of vocabulary in response to stories, songs and topic work. Most children can recognise their written name. Older children can write and sound out the first letter of their own names. They do not access books freely for enjoyment, to explore text or to locate information. Children do not access mark making equipment freely to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use words such as full, empty, more and less during practical activities such as water and sand. Children concentrate on completing jigsaws, turning the pieces, matching shapes and colour as they search for the position of best fit. Children learn about early addition and subtraction through singing number rhymes such as 'Five Little Ducks'. Children do not get the opportunity to use mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are aware of time and places. They talk about the places they have been to on holidays and what they saw. They celebrate different festivals through which they learn about different cultures and beliefs. Children do not experiment and explore to find out how and why things happen. Children explore with sand and water but are not provided with opportunity to look closely at similarities, differences, pattern and change.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have a lot of opportunities to refine their fine motor skills by using a range of tools in the water, sand, play dough, painting, drawing, gluing and using scissors. Children move with confidence, control and awareness of others. Routine outdoor play sessions and activities provide good opportunities for children to enjoy vigorous play and practice skills. Staff make children aware and recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express their imaginative ideas creatively using a range of materials; they explore different materials for example play dough, water and sand, but they do not explore with colour to see what happens when two colours mix together. Children recognise sound patterns and match movements to music during their dance session. Children freely explore and respond to sound and show understanding of rhythm and beat as they play different types of musical instruments.

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 gaps identified through assessments clearly show how this information is used for planning and encourage parents to contribute towards their children's assessments.
- Ensure that the children can access activities freely to explore, investigate and experiment to see how and why things happen and consolidate learning.
- Ensure that all the staff are aware of the objectives they are going to achieve from an activity.
- Implement system through which staff training needs are identified and monitor and evaluate the effectiveness of the provision for the nursery education.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.