



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118126

DfES Number: 512778

INSPECTION DETAILS

Inspection Date	26/01/2005
Inspector Name	Daphne Prescott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Playways Day Nursery
Setting Address	2 Amherst Road Ealing London W13 8ND

REGISTERED PROVIDER DETAILS

Name	The Committee of Playways Ltd. 3470570
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ORGANISATION DETAILS

Name	Playways Ltd.
Address	2 Amherst Road Ealing London W13 8ND

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

Playways Day Nursery opened in 1998.

The nursery is privately owned and is situated in a detached house, located in a residential area of Ealing and serves the local and wider community. Children have access to three play rooms and a secure enclosed outdoor play area.

A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:30, 52 weeks of the year, except bank holidays. There are currently 30 children aged under 5 years on roll. Of these 5 children receive funding for nursery education. The nursery supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 11 staff. There are 8 staff, including the manager that hold appropriate early years qualifications.

The nursery receives support from an Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). The Early Years Foundation Stage is the teaching method used for teaching children aged three to four years old. Staff working with children under three follow the framework that supports children in their earliest years, Birth to Three Matters.

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

How effective is the nursery education?

Playways Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They are making very good progress in personal, social and emotional development, and creative development.

The quality of teaching is generally good. All staff understand how children learn and have a good overview of the foundation stage. This gives children access to a well-balanced and organised curriculum. Their planning and assessment systems are very effective. Staff have established very good relationships with the children, this fosters children's confidence and good behaviour. Children have good opportunities to write, as well as linking sounds to letters. However, staff do not place sufficient emphasis on children independently selecting books. Children count and are able to use numbers effectively. However, there are missed opportunities in developing children's use of mathematical language through activities. Children are interested in the activities offered and are engaged to a high level. Although, children would benefit from more opportunities to use everyday technology and to investigate and observe natural living things. Children are confident in their physical development, but there are limited opportunities for the more able children to develop their climbing skills. Children use their imagination very well through a good variety of role-play activities.

The manager is committed to providing good quality education for children. Good leadership from the manager and the support of the deputy results in a well-motivated team who work very well together. The deployment of staff helps children to feel secure within their environment.

Partnership with parents is very good. Parents are warmly welcomed and ongoing communication with the staff keeps them well informed of their child's progress. Parents speak very highly about the group and about the progress their children make.

What is being done well?

- The quality of teaching is good; it is supported by effective planning and good understanding of the stepping-stones and early learning goals. This enables children to make good progress in all areas of the curriculum.
- Children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.
- Children enjoy and make good use of imaginary provision and a wide range of props. They role play familiar situations and actively seek peers to play with, negotiate ideas and introduce simple story lines.

- Creative art activities support children's learning well. They are varied, interesting and allow children to produce their own work.

What needs to be improved?

- the environment, to enable children to independently access books
- the opportunities for children to learn mathematical language through daily activities
- children's access to information and communication technology or programmable toys and provide more opportunities for children to investigate and observe natural living things
- the strengthening of the programme for physical development by providing opportunities for more able children to develop their climbing skills.

What has improved since the last inspection?

Overall very good progress has been made in addressing the two key areas identified at the last inspection.

The nursery was required to provide more detail in their planning relating to the early learning goals and what children are expected to learn from the activities and resources provided. The nursery has worked very effectively in introducing new systems for planning and assessment, and plans are more detailed and relate well to the early learning goals. This has had a positive impact on the children's learning as staff know the children well and are able to plan, assess and assist their individual progress.

They need to make available a wider range of materials and tools for the children to access and choose during art and craft sessions to enable children express and create some of their own ideas. Display some of the children's own creations on the display boards. Children are now able to participate in regular creative activities and develop their own ideas. Thus enabling the children to make good progress in this area. Children's art work is displayed throughout the nursery, which encourages children to feel good about their work, building on their confidence and self-esteem.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and enthusiastic in participating in activities. Good relationships are evident with staff and their peers. Behaviour is well managed and children are encouraged to share and take turns. They demonstrate good levels of concentration and confidently express their needs. Children confidently join in with conversations, speaking and listening appropriately. They are developing a good awareness of their own and the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen on a one to one and in groups, they speak clearly and have wide vocabularies. Children are supported by a range of accessible resources, activities and examples of the written word. Children are able to link sounds to words and recognise their names. They enjoy stories, are aware that print carries meaning and is used for different purposes. However, staff do not place sufficient emphasis on children independently selecting their own books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning the concepts of simple number operations through everyday situations and learning to count numbers one to ten. They are learning about colours and patterns through a variety of planned activities. However, there are missed opportunities to developing children's knowledge of mathematical language through practical activities for example sand and water play. Children are beginning to make simple calculations such as addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to build and construct with a wide range of objects. Children have limited opportunities to use information technology or programmable toys to support their learning. There are too few opportunities to investigate and observe living things. They develop a good sense of themselves and others as they talk about their life experiences, beliefs and celebrate festivals. They are learning about sense of time through the daily routine.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently around their play space, skilfully negotiating obstacles. They use a variety of small equipment and use resources with increasing control and co-ordination. Children have daily use of the outside area with tricycles and other equipment. However, more physically able children need more challenge to develop their climbing skills further. They are developing a good awareness of the importance of keeping fit and healthy.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have opportunities to experience a range of art and craft activities, they explore shape, colour, texture and form in two and three dimensions. Children participate enthusiastically in imaginative play. They show good imagination when acting out simple storylines and role-play together. Children enjoy using musical instruments and have good opportunities to explore songs and rhymes on a daily basis.	
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

- provide the opportunities for children to independently access books
- increase the opportunities for children to learn mathematical concepts through daily practical activities
- provide a range of opportunities for children to use information and communication technology or programmable toys and provide more opportunities for children to investigate natural living things
- improve the programme for physical development by providing opportunities for more able children to develop their climbing skills

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.