



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 322394

DfES Number: 533992

INSPECTION DETAILS

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| Inspection Date | 15/02/2005 |
| Inspector Name | Susan, Helen Spencer |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Playdays |
| Setting Address | 27-29 Denman Drive Newsham Park Liverpool Merseyside L6 7UF |

REGISTERED PROVIDER DETAILS

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| Name | Ms Susan Herrity |
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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

Playdays is registered to provide care for a maximum of 29 children aged from birth to five. They provide an all year round service with the exception bank holidays, and between Christmas and New Year. Their opening times are 07.45 to 18.00, Monday to Friday. The nursery premises occupy the ground floor of two converted semi-detached houses. They are located in a quiet residential area and in close proximity to a city centre ring road. They primarily serve children and their families from a wide area. Children are cared for in four age related groups. The baby room has an integral nappy change room and separate milk preparation facilities. The playrooms provide warm, care and play environments. Children have access to a fully enclosed garden for outdoor play. Playdays provides funded places for three and four year olds. Activities are topic based and planned around the early learning goals. The manager has a City & Guilds in Childcare certificate, is working toward the NVQ 3 Award and 17 years management experience in early years settings. There is a staff team of ten. The co-deputies and six staff are trained to NNEB standard and two are working towards the NVQ 3 Award in Childcare. Five staff are accredited First Aiders and two have a relevant Food Hygiene Certificate.

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

How effective is the nursery education?

Playdays nursery provides good quality overall provision for the funded three- and four-year-old children who make generally good progress in all six areas of learning.

The quality of teaching is generally good. Staff are developing their knowledge and understanding of the early learning goals. Planning is conscientious and depicts the activities to be provided, but not the learning intentions matched to children's stage of development for these activities. Some assessments are made of the children's progress, although they are not always regularly recorded. Resources are made available for the planned activities, although they could be more wide ranging. Staff use time well, effectively supporting children, asking questions and showing an interest in what children say and do. They manage the children's good behaviour well through praise and encouragement.

The leadership and management are generally good. Staff are aware of their roles and responsibilities, and this results in the efficient running of the nursery. Staff meetings are held and contributions are valued. Staff avail themselves of training opportunities, although the special educational needs co-ordinator has yet to complete the training. However, staff are very enthusiastic and, although monitoring is informal and lacks rigour, there is a clear ongoing commitment to improving the education of the children.

Partnership with parents and carers is generally good. Parents have a positive view of the nursery. Newsletters provide continual updates on the nursery's routines. Staff provide a warm, welcoming atmosphere and communicate well with parents regarding their child's daily experiences. However, parents are not made aware of the six areas of learning or of the planned learning activities, and systems for sharing information about the children's progress have not been fully implemented.

What is being done well?

- Parents are welcomed by staff and have a positive view of the setting.
- Staff are enthusiastic and build trusting relationships with children by their emphasis on mutual care and respect. Children's behaviour is effectively managed through praise and encouragement.
- Children have a good repertoire of songs and rhymes. All join in with words and actions, and more confident children name additional songs to sing, while some happily sing them for their peers.
- All children energetically engage in physical activities and are starting to develop well their co-ordination and spatial awareness.

| What needs to be improved? |
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| <ul style="list-style-type: none"> ● opportunities for children to practise their mark making and writing skills for a wider variety of purposes, and to develop their concept of more or less ● opportunities for children to access resources to help raise their independence, increase their awareness of computers and technological toys, and enable them to make greater use of their senses, for example smell, hearing and taste ● the frequency of the assessment of children's progress and the use of this information to ensure the activities planned have learning intentions that match each child's stage of development ● the provision of information for parents on the six areas of learning, the planned learning activities and regular updates on their child's progress. |

| What has improved since the last inspection? |
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| Not applicable. |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children clearly enjoy their time at the nursery. They happily engage in activities, responding warmly and positively to time spent with adults. Although they are developing their personal independence, there are too few opportunities to access resources and serve their own snacks. Their behaviour is good and they are learning to share and negotiate. Children can concentrate, are quiet when they need to be, understand the importance of listening, but actively contribute during discussion.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children are encouraged to express their needs, talk about themselves and listen to others. They enjoy listening to stories and often sit quietly looking at books, handling them carefully and correctly. They know print carries meaning and are beginning to recognise letters by sound and shape. They recognise and are learning to write their own names, but are not using their pre-writing skills for different purposes such as during role play.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are developing good counting skills and are starting to recognise numerals. They can count to five, and many to ten and beyond, but are not developing the concept of adding on and taking away. Children make good use of mathematical language, accurately depicting size such as biggest and smallest, shapes such as circles, triangles and squares, and position such as front, on top and behind.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Through planned activities children are developing their understanding of time as they talk about days of the week, their families, significant things that have happened in their lives and demonstrate a growing understanding of the world we live in. Children work well with construction sets to build and make recognisable objects, but they do not use the computer and other technological toys sufficiently.

PHYSICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are competent at using the equipment and materials available, showing increasing dexterity, for example, when using puzzles, paint and brushes, although their access to a wide range of malleable materials is limited. Children are starting to show an awareness of space and themselves as they move around the setting. They enjoy using the outside climbing frame, take delight in using bats and balls, and move energetically when using the wheeled vehicle.

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| CREATIVE DEVELOPMENT | |
| Judgement: | Generally Good |
| Children have a good repertoire of songs; the more confident name and sing additional songs, and all join in with actions. However, access to resources to develop the children's senses of hearing, smell and taste is overly limited. Children know their colours by name and have recently produced collages in their favourite colour. They engage in role play activities where they draw on their own experiences and imagination, using the props available. | |
| 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 more opportunities for children to practise their mark making and writing skills for a wider variety of purposes, and extend opportunities for children to develop their concept of more or less
- provide more opportunities for children to access resources to raise their independence, increase their awareness of computers and technological toys, and enable them to make greater use of their senses
- increase the frequency of children's assessments and use this information to ensure the learning intentions of the activities planned match each child's stage of development
- provide for parents information on the six areas of learning, the planned learning activities and on their child's progress.

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.