



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143792

DfES Number: 523851

INSPECTION DETAILS

Inspection Date 30/01/2004
Inspector Name Caren Carpenter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Playdays II Nursery
Setting Address 45 Comeragh Road
West Kensington
London
W14 9HT

REGISTERED PROVIDER DETAILS

Name Playdays Day Nursery & Nursery School Limited 02869418

ORGANISATION DETAILS

Name Playdays Day Nursery & Nursery School Limited
Address 13 Barton Road
London
W14 9HB

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

Playdays nursery was opened in 1998 and is situated in West Kensington within the London Borough of Hammersmith and Fulham. The setting has access to three play rooms, a kitchen and toilet facilities.

The nursery opens five days a week, all year round from 08:00 to 18:00 and serves the local community.

There are currently 17 children from three years to five years old, on roll. Of these, seven are aged under two years old. This includes six funded three year olds and one funded four year old. None of the funded children have been identified as having special educational needs or using English as an additional language.

Children attend full time and part time for a variety of sessions.

A specialist service is offered by visiting teachers, which provides good opportunities for the children to learn French as an additional language, to use computers and to participate in weekly swimming lessons at a local swimming pool.

Six staff work with the children. All staff members hold relevant early years qualifications.

The setting receives regular support from the Early Years Development Childcare Partnership.

How good is the Day Care?

Playdays nursery provides a good standard of care.

All aspects of the provision are well organised and staff are deployed effectively to meet the needs of all the children. Space and resources are organised well, to ensure all children are well cared for.

Staff plan a good range of interesting and stimulating activities, incorporating the

early learning goals. Activities, toys and equipment are organised so that children can initiate their learning independently.

The nursery has established varied routines that meet the individual needs of all children well. This includes frequent trips to the local park, the library and to the local swimming pool, for swimming lessons.

The nursery has a very good working relationship with parents and carers. Parents are provided with a hand book about the educational programme and information about the nursery. The nursery operates an open door policy and encourages parental involvement. There are good procedures for exchanges of information, both verbally and written. Parents of children from two years old are provided with good opportunities to attend regular parents meetings to discuss their children's written achievement reports with staff. For parents of children under two years old, although they are given verbal feedback, they do not receive written reports.

A complaints procedure is in place, however not displayed.

Staff give priority to children's safety both in and outside the premises. There are clear policies for safety issues in place. Staff are kept informed at regular team meetings about taken positive steps to promote children's safety within the setting.

All required documentation and records are well maintained and are easily accessible.

What has improved since the last inspection?

There were no areas for improvement from the transitional inspection.

What is being done well?

- Staff respond very well to children's interest and children are given choices. Children relate well to each other and have formed good relationships with the adults. Staff plan good activities to support and promote children's learning towards the early learning goals.
- Children have good opportunities to participate in weekly swimming lessons and have good opportunities to use computers to support their learning.
- There is a good range of good quality toys and learning resources that offer sufficient and suitable challenges for all the children.
- The children are well behaved, staff have consistent and high expectations about acceptable behaviour. Staff encourage good behaviour through praise and encouragement and deal with minor disputes in a sensitive manner.
- Staff welcome and encourage parental involvement within the nursery. Parents are provided with regular news letters, which keeps them well informed of nursery events.

What needs to be improved?

- the availability to parents of the complaints procedure.

Outcome of the inspection

Good

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 |
|-----|---|
| 12 | Ensure that the complaints procedure is available to parents. |

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

How effective is the nursery education?

The nursery provides a stimulating environment which supports children's learning, they make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are secure in their knowledge of the early learning goals. They plan a good range of interesting and challenging activities that contributes to children's learning. Activities are evaluated to ensure the objectives for each activity is achieved and to plan for the next step in children's learning.

They are making very good progress in their personal, social, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. Teaching in these areas is effective and is provided in such a way as to be enjoyable for the children.

Good organisation and good interaction between adults and children contributes to a good quality of teaching, which supports all children.

Staff manage children's behaviour well, which helps them to become highly involved in activities.

There are no children identified with special educational needs attending the nursery currently. There is a Special Needs Co-ordinator at the nursery who has attended relevant training and a suitable policy is in place.

Leadership and management is very good. The management structure provides good support to the manager and the staff. Staff are able to attend training to improve teaching and planning of the programme and to develop their own skills.

Partnership with parents is very good. They are provided with good information on the educational programme and all aspects of the nursery.

They have good opportunities to attend meetings to discuss their children's achievement reports with staff. They are not provided with opportunities to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process.

What is being done well?

- Staff have very good knowledge of the early learning goals, they plan interesting and challenging activities to promote children's learning.
- Staff have high expectation of children's behaviour which helps them to become motivated and highly involved in activities.
- Staff continually assess the learning opportunities they provide and develop new ideas when presenting an interesting and exciting educational

programme to the children.

- Excellent planning and evaluation of activities is in place. The monitoring system enables staff to identify and provide good support, to help children achieve their learning intention.
- Children are developing a good knowledge of letters and the sounds they make. They are interested in books and use them confidently.
- Focused topics are used effectively in helping all children including those learning English as an additional language.
- The programme for mathematics is very good, children have good opportunity to explore mathematical concepts through weighing, sorting, matching, counting, recognising patterns and shapes. Children are able to count up to 20 and beyond and use a range of mathematical language during practical activities.
- Children are learning French as an additional language and have good opportunity to participate in weekly French lessons.
- They have good opportunities to participate in role-play and resources are provided such as the doctors surgery with medical equipment and dressing up clothes, hair dressing, the office and travel agent.
- Children have many good opportunities to consolidate their learning through the provision of good quality resources and practical activities in all six areas of learning.
- Staff work well in partnership with parents, they are provided with written reports of their children's progress towards the early learning goals.

What needs to be improved?

- Provide opportunities for involving parents in the assessment process, so that their observation of their children's learning at home forms part of this process.

What has improved since the last inspection?

The setting ensures that all staff are aware of each child's individual needs; activity plans are evaluated and staff record what each child has achieved. As a result staff have a greater understanding of the early learning goals and areas of training can be addressed should this be necessary. A key worker is responsible for planning, evaluating, observing and recording children's achievement.

Staff plan a well-balanced range of interesting activities, which encourages children to select activities independently. All staff would be attending training, provided by the Early Years Child Care and Development Partnership, in order to widen their knowledge by discussing and sharing their views with other colleagues. A special needs officer has been appointed and attends regular training, in order to be kept updated with relevant changes. The manager is working closely with the Early Years

Advisor to develop Individual Educational Plans, in order to provide for children's individual needs. The setting has developed a special needs policy which is updated regularly, this forms the basis for regular staff meeting discussions.

There is now a wider range of resources for knowledge and understanding of the world. This is now reflected in books, equipment and pictures displayed in the rooms as well as working with parents from different backgrounds. Role- play has also been heavily developed which includes setting up different environments within specific areas of the rooms. Children regularly participate in French lessons, cookery and computer lessons.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They display a high level of involvement during activities. Children are interested and motivated to learn independently and in groups. Children are given lots of opportunities to build on their independence and show increasing independence through practical activities. They concentrate well during story time and practical activities. They behave well and are considerate of each other, staff have high expectations of their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. They use books and maps to locate information. They listen well to stories and have opportunities to ask questions. Children have good opportunities to link sounds to letters doing practical activities. They enjoy French lessons each week. Children have good opportunities to develop their early writing skills, some of the three year olds are writing recognisable letters and are able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They use mathematical language in every day situations. They are able to match, compare size, colours and shapes. They have opportunities to solve practical problems during every day situations. They use numbers well and are able to count up to 20.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. They are constructing and building using a wide range of tools. They are investigating and learning about living things, for example they are learning about the life cycle of tadpoles and butterflies and to look at how they change. They are learning about different countries and continents around world. They have good opportunities to use computers to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are able to play visit the local park riding bikes, jumping, climbing and balancing. They have good opportunities to participate in weekly swimming lessons. Children handle small tools and objects with increasing control, for example cutting with scissors. They have the opportunity to practice their fine motor skills when writing and painting. They are learning about staying healthy through the daily routine and practical activities.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

They are making very good progress in creative development. They have good opportunities to explore colour, shape, texture. For example, mixing paint, playing with play dough and plasticene. They can build houses with lego in two and three dimensions and make a range of models with boxes and tubes. They have opportunities to explore music, rhythm dance during regular dance and music sessions. They have opportunities to participate in plays, role -play and have access to dressing up clothes.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Provide opportunities for involving parents in the assessment process, so that their observation of their children's learning at home forms part of this process.

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.