

Playdays

Inspection report for early years provision

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Inspector	Margaret Mellor

Setting address	27-29 Denman Drive, Newsham Park, Liverpool, Merseyside, L6 7UF
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Playdays was registered in 1998. The provision is privately run and situated in Newsham Park, Liverpool. Children use four nursery rooms and share access to a secure, fully enclosed outdoor play area. The provision serves a wide catchment area.

The provision is registered to provide care for a maximum of 29 children on the Early Years Register at any one time. There are 43 children on roll. They are open Monday to Friday from 7.45am to 6pm and provide an all year round service, with the exception of bank holidays and a week at Christmas. They support children who have English as an additional language. They provide funded early education for two-, three- and four-year-olds.

The provision employs 12 staff to work with the children. All staff have a relevant early years qualification to National Vocational Qualification (NVQ) Level 2 or 3. Additional staff are employed for cleaning. The staff receive support from the local authority and a quality improvement advisor. They are a member of the National Day Nursery Association and have a quality counts award.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are well cared for and most of the requirements that help to safeguard them are in place. They are happy and play in a well-equipped, enabling and inclusive environment. Meaningful partnerships with parents ensure that all children are welcomed and some steps have been taken to engage parents in children's learning. The established staff team have a sound understanding of the Early Years Foundation Stage and children make steady progress in their development. They use observations of the children to plan enjoyable activities and are beginning to monitor their development. The management has taken effective action to address previous recommendations and self-evaluation aids continuous quality improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a full risk assessment for each type of outing is carried out and reviewed before embarking on them with the children (Safeguarding and promoting children's welfare).
- 19/01/2011

To further improve the early years provision the registered person should:

- improve the assessment arrangements to assist in monitoring children's progress toward the early learning goals and achieving their full potential
- improve parental involvement in children's learning and development.

The effectiveness of leadership and management of the early years provision

Children move freely and safely in the provision as they are supervised well. All staff have accessed safeguarding training and are secure in their knowledge of the procedures for reporting child protection concerns. Sleeping children are vigilantly monitored and risk assessments of the premises, along with staff vetting procedures, are sufficiently robust. The provision is very clean and nutritious meals also contribute to children's well-being. The management have reviewed the safeguarding policy and made first aid boxes accessible as outcomes of the previous report. This helps to support the safe and efficient running of the provision. However, keeping children safe whilst on outings is compromised as a full risk assessment is not carried out or reviewed before embarking on them. This is a breach of the requirements.

The management and staff enjoy positive relationships with parents who say that they are very happy with the quality of provision. Settling in sessions are offered and initial observations help the key person to identify children's starting points. As a result, children's cultural differences and individual needs are respected and they make steady progress in their development. Policies are readily available to parents in the nursery booklet and ongoing sharing of information is effective. For example, staff take time to give parent's feedback and children's individual day diaries also aid communication. However, engaging parents in what children already can do, as well as contributing to their future learning, is in its early stages.

The provision is very inviting for the children and good deployment of resources enables them to initiate their own play and learning. The management are keen to promote better outcomes for children. For example, Early Excellence training has resulted in improvements to the outdoor provision and key person meetings introduced as an outcome of parent's comments. Key areas for future development include the assessment arrangements and consolidating staff knowledge of the Early Years Foundation Stage. The management and staff welcome support from the quality improvement advisor and attendance at cluster meetings also enables shared thinking across provisions. Consideration to sustainability is evident through improvements and the quality resources that meet the needs of all the children.

The quality and standards of the early years provision and outcomes for children

Children make steady progress across the six areas of learning as the key person plans enjoyable activities and an enabling environment. As a result, children eagerly seek out toys that appeal their interest and settle quickly to activities. For example, toddlers discover how different shapes fit into posting boxes and children

experiment with quantities and measure in sand play. This contributes to their creativity and mathematical development. All children love things that challenge their imagination and respond with gusto as they explore wood, leaves or musical instruments. Daily plans show opportunities to join in focused activities and children work independently to create pictures with paint and collage. The key person uses observations linked to the areas of learning to identify and plan for each child's next steps in learning. However, children achieving their full potential is not maximised as their progress toward the early learning goals is not clearly identified in the assessment arrangements.

All children are included and continuity of staff, a spontaneous hug and kind words of praise nurtures their emotional well-being. This is reflected in children's happiness and warm interactions with adults. Children behave very well because staff act as good role models, encouraging polite interaction. Therefore, they remember when to say 'please' or 'thank you' and show care for their environment when tidying away toys. Children develop respect for one another's culture, for example, they make rangoli patterns, Chinese lanterns and Christmas cards. Small world play with dolls in wheelchairs further aids children to understand and embrace differences. Children's fascination in nature is supported through a range of activities. For example, they participate in growing their own vegetables and freely investigate with bug boxes.

Children enjoy their play and develop their fine motor skills as they do puzzles or mark make with chalks, crayons or pencils. Toddlers begin to make connections as they operate interactive toys and developing skills on the computer builds on children's awareness of technology. Children have fun as they count the number of potatoes on their plate and how many are left when they eaten one. This means that their mathematical skills are developing well and their early literacy skills are effectively supported. For example, babies respond with gleeful chuckles to the facial expressions of staff and good pronunciation of sounds and letters encourage toddler's repetition of words. Enhancing story times with puppets stimulates children's imagination and confidence to talk in a group.

Children are cared for in a well maintained environment and an attractive display of their paintings values their contribution to the welcoming atmosphere. Good organisation ensures children enjoy active or restful play and sleep in safety. During play children are safety conscious when handling scissors and participation in road safety week activities contribute to their awareness of personal safety. Children develop effective skills in independence when helping themselves to drinks and tasting the vegetables they grow nurtures their interest in healthy eating. A visit from the dental hygienist and good hygiene routines established by staff helps children to become aware of personal hygiene. Gentle encouragement helps babies to bear weight and push along toys also stimulates walking. Enjoyable and safe challenges in the outdoor provision promotes children's physical skills, as well as helping them to adopt a healthy lifestyle.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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