

Play Station Nursery

Inspection report for early years provision

Unique reference number	EY408596
Inspection date	02/03/2011
Inspector	Ruth Tharme

Setting address	5 Station Road, Patchway, BRISTOL, BS34 6LP
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Play Station Day Nursery was established in July 2001 and is privately owned. It operates from a three-storey Victorian house in Patchway, South Gloucestershire which has no lift access. A self-contained baby unit operates from separate, ground floor premises to the rear of the property. There is a fully enclosed garden which includes covered areas and an all weather surface. The nursery opens from 7.45am until 6.15pm each weekday, except for bank holidays. Children may attend for a variety of sessions within these hours. The nursery is registered by Ofsted on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 41 children under eight years at any one time. There are currently 56 children attending, all of whom are in the early years age group. Children aged three and four years are in receipt of funding for early years education. There are 15 staff members who work directly with the children, 10 of whom are qualified to Level 2 or above. Four members of staff are working towards Level 3 qualifications. The manager holds a first class honours degree in Early Childhood Studies and has gained Early Years Professional Status. The setting receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the nursery. Their learning and development, safety and well-being are actively promoted in an environment which in general is carefully planned to meet their needs. Strong links with parents and other professionals mean that children are well supported and have their individual needs appropriately managed. Policies and procedures promote the smooth running of the provision and generally ensure that necessary information is available. There is a clear understanding of the strengths and weaknesses of the provision and effective steps are taken to improve it.

What steps need to be taken to improve provision further?

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

- maintain a clear view of the learning journey for all children through clear mapping of progress towards the early learning goals
- develop further opportunities for children to see and take pride in their own work and achievements.

The effectiveness of leadership and management of the early years provision

Due care and diligence is taken over safeguarding arrangements. Staff members have a clear understanding of their responsibilities and procedures for handling any concerns about a child's welfare are well established. Arrangements for checking the suitability of staff members are appropriately robust. The risk assessment programme and vigilant staff mean that a safe and secure environment is provided.

There is a clear investment in staff development which encourages improvement in knowledge and skills. For example, there is an induction programme for new team members and good support for those undertaking formal qualifications.

The nursery is well equipped with a good range of resources reflecting a variety of media and materials. Staff are well deployed so ratios are maintained and children are appropriately supported. Sustainability is actively promoted through involvement in recycling, the provision of freshly cooked meals and vegetable growing. All mandatory policies and procedures are in place. They are reviewed regularly and are updated when required.

A high priority is given to meeting individual children's needs. An inclusive environment is provided and medical and dietary requirements are well managed.

There are strong partnerships with parents, some of whom form a parent representative group. This means that they have a clear involvement in the development of the nursery. All parents are generally well informed about their child's progress and have access to clear information about the provision. This includes a nursery website and regular newsletters.

Links with other professionals involved in children's care and learning means that a smooth transition to school is promoted and looked-after children are particularly well supported.

Self-evaluation is a well-established process. Systems encourage the involvement of staff, parents and other professionals in the evaluation of the provision. The staff team is enthusiastic and ambitious and their action plans positively promote ongoing improvement.

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

Children make good progress in all aspects of their learning and development and actively gain the skills they need for the future. Observation is a well-established part of daily routines which means that staff members know the children well and are able to plan and provide interesting and stimulating activities that engage the children and promote their learning and development. Individual learning journeys

include observations, photographs and information from parents. These provide useful information about children's interests and achievements but, as yet, progress towards the early learning goals is not clearly plotted. This means that information is not readily available to share.

Children listen carefully, learn new vocabulary and mark-make with confidence. They enjoy investigating and exploring a wide range of resources. For example, babies freely explore dry porridge oats, scooping it with spoons into bowls, feeling it with their toes and tasting it enthusiastically. They learn about the natural world as they grow bulbs in the garden and develop a respect for and an understanding of the wider world through their involvement in charity events such as Children in Need and Red Nose Day.

Older children count confidently and share out toys into equal groups to ensure fair play. They enjoy physical activity such as music and movement, and make good use of outdoor play equipment to develop their physical skills. Music-making and singing, craft activities and imaginary play effectively enhance their creativity. Children are generally confident and show high levels of self-esteem, but the positioning of display boards at high level means that children are not always able to see and take pride in their own work and achievement.

Children enjoy a healthy and well-balanced diet. Meals are freshly produced and cater for specific needs. Regular exercise is actively encouraged and children spend time out of doors in the fresh air each day.

The key-person approach is well established and works effectively. Children benefit from frequent interaction from a consistent adult which helps them to feel safe and secure. They learn safe practices from staff members who give clear explanations of safety rules.

Children behave well. They learn to share and take turns and have a clear understanding of the rules. They are keen to take on responsibility. For example, toddler-aged children help to tidy up after lunch time is finished.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met