

# Play House Day Nursery

Inspection report for early years provision

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**Unique reference number** 139945  
**Inspection date** 10/03/2011  
**Inspector** Lindsay Farenden

**Setting address** Royal Marsden Hospital, Downs Road, Sutton, Surrey, SM2  
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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**

The nursery is registered on the Early Years Register. A maximum of 42 children may attend the nursery at any one time. There are currently 51 children roll in the early years aged group. Some children attend on a part time basis. The nursery provides funded early education for three-and four-year olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are a total of 21 staff including the manager. All staff hold early years qualifications to a level 3 and 5 staff also have a degree in early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in this nursery and have lots of fun because they are provided with excellent levels of care and make very good progress in their learning and development. Children make choices of what they want to play with, although on occasions during the day free flow day between the inside and outside is not always fully encouraged. The entire staff team takes responsibility for this through implementing highly effective systems of inclusive practice and recognises that every child is unique. Staff work very closely with parents and other agencies to ensure continuity of care and all their needs are met well. The nursery is led by a highly motivated and enthusiastic manager who ensures that the monitoring and evaluation of practice is an integral part of daily practice; the basis of which provides clear direction to maintain high standards and ensure all staff consistently strive for excellent outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- consider developing further opportunities for children to make choices about playing freely between the inside and outside

## **The effectiveness of leadership and management of the early years provision**

Children are exceptionally well safeguarded. Rigorous vetting and induction procedures ensure that staff working with children are suitable to so. All staff have attended safeguarding training and are clear of the procedures to follow if they have concerns about a child's welfare. Staff are vigilant about children's safety and comprehensive risk assessments are carried out on the premises and for each

individual outing. All required documentation is in place and robust policies are used to guide staff in their daily practice. Fire safety equipment is in place and evaluation procedures are regularly practiced. Consequently most children have a clear understanding of how to leave the building safely in the event of an emergency. Older children are able to explain clearly how to cross the road safely, showing that staff have reinforced this on outings and through discussions. Staff are very well qualified and embrace training opportunities to develop their knowledge and skills. The experienced manager works very closely with the staff team and instigates changes where necessary, resulting in a caring and excellent learning environment in which children thrive. Excellent use of self - evaluation and taking part in quality assurance schemes are used to continually reflect, monitor and improve the quality service for children and their families.

Partnership with parents is exceptional. Parents spoken to at the time of inspections were very complimentary about the staff and service provided. Right from the start parents' views about their child's routines, needs and interests are actively sought when their child first starts at the nursery and on a regular basis throughout their time there. Daily communication between staff and parents effectively supports children's development and ensures their ever-changing needs are always met. They are also very well informed of their child's progress through twice yearly meetings with their key worker and detailed reports. Notice boards around the nursery, newsletters, leaflets, photographs and workshops provide parents with a wealth of information. Activity plans are prominently displayed which enables parents to extend their child's learning at home if they wish.

Children are full of confidence and are given lots of praise and encouragement to develop positive behaviour and social skills. A fully inclusive environment is provided for all children. Staff work very closely with parents and professionals involved with children with special educational needs and/or disabilities to set specific targets for their development, ensuring they make continual progress and reach their full potential. Children with English as an additional language are very well supported, through the use of key words in their own language and the use of a visual timetable. Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the nursery and outings. Superb family photograph books are made for each child which they can refer to at any time, giving them assurance and a sense of identity. Children develop an excellent awareness of religious and cultural festivals through activities and role play. At Chinese New Year they greatly enjoyed a visit to a Chinese supermarket and bought noodles to taste in the nursery. Children access a wide range of resources which reflect positive images of diversity in every day play.

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

Staff have a very good understanding of the Early Years Foundation Stage and use a highly effective key worker system to support children to achieve the best possible. Children make excellent progress towards the learning goals in relation to their starting points. Staff routinely undertake sensitive observational

assessments to identify their next steps of learning. Planning is of a very high quality, using observations, feedback from the children, including what they say about their interests and information obtained from parents. Staff ensure that it is matched to the full range of children's needs, so each child receives very enjoyable and challenging experiences across all areas of learning. Each child has their own learning journey profile which fully tracks their progress, using observations, photographs and their art work. These are wonderful record of their time at the nursery and shared with parents and given to them when their child leaves.

The nursery is bright, welcoming and very child friendly and children have their own dedicated playrooms according to their ages. Children see their work beautifully displayed giving them a sense of pride in what they do. Many photographs are displayed at the children's level, which they love looking at and talking about them with staff. Play resources plentiful and stored at a low level, so children can access them independently, building on their natural curiosity of learners. Staff are attentive to children's interests and take time to help children find the toys that they want to play with. They interact very well with the children, joining in with their play and encouraging their learning through discussion and open questioning. All children show an avid interest in books and stories and they see an array of letters, words and text. Children listen intently during group times and staff skillfully encourage them to reflect on past activities and experiences. Babies and children take an interest in marking making with crayons and many older children can write their own names. A few children are making rapid progress in recognizing and sounding out words and staff encourage this by listening to stories read by them. Children are provided with extensive opportunities to develop their creativity through wide range of mediums, for example, paint, dough, sand, construction toys, music and role play. They have fun pouring water in to cornflour and are fascinated by the change of texture, describing to staff that it has become sticky. Children show fantastic design skills as they assessable and create their own models using recyclable materials. They use their imaginations exceptionally well as they painted and built their own fire station using cardboard with staff's help and then enjoyed pretending to be fire officers in it. They are taken on exciting visits to the local woods and pretend to go on a bear hunt and then have a picnic in the park. Children use a wide range of resources to sort by size, colour and dimension to raise their awareness of colour shape and form. Children are beginning to count confidently and clearly understand numbers that are important to them, such as their age. Children have excellent opportunities of communication technology as they use up to date computers and an interactive white board. Children are taken on many outings to develop their interests and knowledge, such as visits to the sea side, museums and the theatre. Babies are secure in their surroundings and are actively involved in their play. Staff ensure that activities are changed frequently to sustain their interests and stimulate their learning. They adore messy play, as they explore textures of different mediums, such as custard, jelly and paints. They investigate toys with interest that require them that require them push and turn buttons.

Children thoroughly enjoy playing in the well resourced garden with equipment to enhance their physicals skills and play resources to enhance all six areas of learning; for example, a comfortable book area, a writing area and various toys. However free flow play between the gardens and inside is not always fully

promoted through out the day. Children have excellent opportunities to develop their physical skills and develop healthy lifestyles as they climb and balance using large equipment. They busily manoeuvre bikes and scooters around the garden and climb through tunnels. Meals are freshly prepared in the hospital kitchens. Menus have recently been reviewed to ensure meals are varied and nutritionally balanced. Meal times are relaxed and pleasurable occasions. Specific dietary requirements are taken into full account. Children's health is fully protected as there are a number of well stocked first aid boxes. All staff are trained in first aid and the administration of specific medication. Children play and are cared for in a very clean environment in which staff carry out and teach children excellent hygiene procedures.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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