

# Playdays Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	143792
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Julie Biddle

<b>Setting address</b>	45 Comeragh Road, West Kensington, London, W14 9HT
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<b>Type of setting</b>	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

Playdays Nursery is one of five nurseries run by Playdays Day Nursery & Nursery School Limited. It opened in 1998 and operates from a converted house in West Kensington, within the London borough of Hammersmith and Fulham.

The nursery is open each weekday from 8am to 6pm for 51 weeks a year. The breakfast club opens at 8am and children are taken to school at the appropriate time. Children can also attend after school.

All children share access to a secure enclosed outdoor play area and also visit local parks regularly.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 25 children may attend the nursery at any one time. There are currently 39 children on roll in the early years age group. The setting receives funding for three and four year olds.

The nursery supports children with special educational needs and /or disabilities, and also supports children who speak English as an additional language.

The nursery employs six staff who hold appropriate childcare qualifications .

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a welcoming environment, where they access a wide range of toys and a variety of activities to support their learning and development. The effective key worker system ensures children's needs and welfare requirements are met. The partnership with parents is strong and ensures good relationships are developed, which impacts on the good progress that children make. The manager demonstrates a genuine commitment to continuous quality improvement and monitors the provision. Although the recorded self evaluation lacks input from service users

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

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

- develop further the systems of self evaluation to include the views of the service users.

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

Children are successfully safeguarded in the setting due to clear robust recruitment procedures that include Criminal Record Checks. In addition staff have a good understanding of their role in child protection and are familiar with the procedures to follow if they have concerns about a child. Staff are well deployed across the setting, meaning children are safe and secure. They continually supervise children's play. Risk assessments are conducted and reviewed regularly and this ensures children's safety is maintained both in and out of the setting.

Management of the setting is successful; the manager offers good support to the staff group and has a clear vision for the future of the setting. Staff are encouraged to access training and so in turn bring fresh ideas and activities into the setting. The keen staff group are strong and consequently work productively together to support all the children. Staff ensure observations are used to inspire planning systems, and so ensuring the children are at the centre of their thoughts and ideas. Children play in a bright environment with good deployment of resources, in order to support their learning and development. The enabling environment encourages children to develop a sense of curiosity and interest in the world around them. Toys, resources and trips in the community enhance this knowledge.

Close partnerships with parents have been forged, and staff are knowledgeable about each child's background and individual needs. Parents are enabled to view their child's learning journey at formal meetings. However daily informal chats keep parents updated on the days events and activities. There is a commitment to inclusion, with a child's need for additional support being identified as early as possible, and liaisons with parents and interagency professionals, to ensure appropriate support is provided. The recorded self evaluation accurately reflects the setting and the service it provides. However, although parent questionnaires have recently been introduced, extended self-evaluation has not yet been effectively implemented, in order to use as a basis for ongoing review and development.

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

The well-equipped playrooms, interesting activities and creative displays successfully reflect the children's backgrounds and the wider community. Staff support the children well to promote positive attitudes to learning, with good quality planning and the provision of a balance of play opportunities, both adult directed and child initiated. Staff successfully use observations to track children's progress, and record their findings, with links to the areas of learning. Numerous displays of photographs show children playing in the setting and with their family members. Thus adding to children's sense of belonging and initiating conversations as children recall past events they have been involved in.

Children confidently explore their environment, and their independence is encouraged particularly well. Older children help to prepare snacks and serve themselves at lunchtimes, they confidently butter and cut bread to share with friends at lunch time. Social skills and good manners are encouraged during snack and meal times, children and staff chat about home life and planned events in the setting. Babies and young children communicate with smiles and gestures, imitating sounds. Babies are well supported by staff to gain confidence in their surrounding and to make choices about their play. Babies show through their body language they are secure and safe as they happily cuddle with staff when they awake from sleep time. Babies have fun as they play with corn flour; they smile as they feel the corn flour on their hands and feet. Staff have developed good questioning techniques to encourage children to think for themselves. For example, children recall the story of the 'Hungry Caterpillar' as they use a story board to place items related to story. Children excitedly talk to staff as they play with malleable materials they have fun as they cut shapes and make snakes for each other. They concentrate for long periods of time, successfully and safely using the correct tools such as rolling pins and cutters. Children very ably count children in the room commenting how many girls and boys there are. Children use mathematical language as they fill and empty cups with corn. Children communication skills are enhanced by the busy environment words associated with water and sand play are displayed. In addition effective use of labels in several languages adds to children's understanding of languages in the local and wider community.

Children enjoy opportunities to use the outdoor environment, although the area is small staff ensure children are able to access toys to enhance their physical development. Further opportunities to explore the outdoor environment is offered to all children as are taken on walks to the local parks and further afield to play areas. Babies enjoy sitting in buggies as they are taken to the park. In addition babies' physical development is encouraged as they take part in yoga activities. Older children are taken to swimming lessons thus supporting them to keep safe near water and to support their physical development.

Children understanding of diversity and difference is enhanced as they celebrate festivals and special events, such as St David's day and Christmas. Their understanding of community is enhanced by taking part in events such as comic relief. This ensures children learn to value aspects of their own lives and the diverse society in which they live. Children have super opportunities to express themselves creatively they have access to a range of creative mediums that enhance creative activities. Samples of their creative work is all around them encouraging them to feel proud of themselves and their creations.

Children understand and recognise the importance of good personal hygiene. For example, they know to why they need to wash their hands and clean their teeth. In addition as they enjoy healthy snacks and meals they discuss why certain foods are healthy and some are not. Children are taught to be safety-conscious during play and through focused activities, such as road safety. They develop close relationships with staff, helping them feel safe and secure, all of which contributes

to their making good progress in their learning and areas of development.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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