

Playways Day Nursery

Inspection report for early years provision

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| Unique reference number | 118126 |
| Inspection date | 30/09/2011 |
| Inspector | Jacqueline Baker |
| Setting address | 2 Amherst Road, Ealing, London, W13 8ND |
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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

Playways Day Nursery opened in 1998. The nursery is privately owned and is situated in a detached house in a residential area of Ealing. It serves the local and wider community. Children have access to three play rooms and a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the nursery at any one time, all of whom may be in the early years age range. The nursery receives funding to provide free early education to children aged three and four years. It is open each weekday from 8am to 6.30pm, for 51 weeks of the year, except bank holidays. There are currently 31 children under five years on roll. A team of 12 staff work with the children. Of these, 10 hold appropriate qualifications at level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a stimulating environment where children generally make good progress in their learning and development. Staff prioritise children's safety effectively and follow good policies and procedures. Excellent partnerships with parents have a significant impact on the continuity of care for all children. As a result, staff have a good understanding of individual needs and children settle quickly. Some effective partnerships are in place with other professionals within the community. Staff and managers show a strong commitment to continuous improvement, working successfully in partnership with the local authority to reflect on and improve practice.

What steps need to be taken to improve provision further?

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

- provide a wide range of materials for children to build and construct with
- extend partnerships with local schools to promote effective continuity and progression for all children.

The effectiveness of leadership and management of the early years provision

Children are safe as staff have a good knowledge of safeguarding procedures. Staff know how to protect children from possible harm and who to report their concerns to. Risk assessments are thorough and staff review them on a regular basis. Staff also carry out daily checks in all areas of the nursery and make the environment as safe as possible. The building has the benefit of CCTV at the entrance and a key fob system for staff and parents. The nursery has an effective

recruitment procedure which includes interviews, references and appropriate background checks. All staff have a three month trial period and this, together with regular supervision and appraisal, means that staff continue to be suitable for their role.

The management and staff team continually consult with each other about the strengths of the nursery and what improvements can be made to develop the outcomes for children. Staff are enthusiastic and form a strong team. All staff take part in the self evaluation process and the nursery has strong links with the local authority early years consultant. Positive improvements have been made to the setting, such as defining areas for creative activities, role play, and messy play. Consideration has also been made to the resources to support children's learning. This results in a vibrant and exciting environment covering most aspects of learning, although resources to encourage children to construct and build are not always easily accessible. A successful review of planning, observation and assessment means that this process is now clearer and more effective. Staff can now identify children's next steps in learning easily and they successfully plan support for each child. The nursery celebrates cultural festivals and makes use of a good range of resources and activities that promote children's knowledge of diversity. An effective key person system means that staff quickly adapt methods of support in order to meet the individual needs of every child. The result is that children settle quickly, soon feel a sense of belonging and make good progress in their learning and development. Children clearly benefit and thrive as a result of the environment they are in. Staff are well-deployed and skilled in engaging with children to enrich their experiences. The outside space is safe and has an abundance of interesting activities which are conducive to learning. The nursery has a highly positive relationship with all groups of parents and carers. A particular strength is the excellent programme of home visits made by staff to families before their child starts the nursery. This clearly has a positive effect on all involved as children are confident and familiar with their new key person and parents can share information to identify starting points in learning. The nursery also has some good links with external agencies and other providers in relation to individual children. Difficulties in engaging with some schools means that, for some children, there are some weaknesses in the transition process.

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

Children thoroughly enjoy their time at the nursery. They eagerly investigate and make discoveries in the stimulating environment. They show delight playing in the water, spending time making patterns in trays of desiccated coconut and practising driving cars around the garden. Vigilant staff make sure that children are as safe as possible, reminding them about being careful on the slide and the need to keep their shoes on. Children especially enjoy using the wheelbarrows to transport shells. They show good skills in negotiating with others when discussing how many shells they can load into their barrow. This helps children to develop their communication skills and recognise the need to take turns and share. The nursery has an excellent range of stimulating resources and the children move around freely following their own interests. However, they are not always able to access a

wide range of objects to build and construct with, which has some limitations on developing these skills. Staff effectively support children's literacy by helping them to identify sounds and letters in their names. This successfully helps to develop children's understanding that writing has meaning and that, in English, is read from left to right and from top to bottom. The use of programmable toys helps children to gain skills that will effectively enhance their future learning.

Children feel secure and have a strong sense of belonging. The excellent practice of home visits by staff ensures that babies and children settle quickly into new surroundings and make good progress in their development and learning. Children know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children learn how to use scissors as staff patiently demonstrate where each finger goes and how to cut without harming themselves. Children are confident to chat to staff and relay their news and thoughts. They adopt healthy lifestyles by being active and demonstrating an awareness of good hygiene. For example, they are aware of the need to wash hands before a meal and after messy play. They take part in activities, such as the recent 'Happy Body, Healthy Me' initiative, and have regular dance sessions with a visiting teacher. Children thoroughly enjoy cooking and have grown their own vegetables and fruit. Generally, children's behaviour is good. Any disagreements are quickly and quietly resolved by intervening staff who skillfully support children to behave appropriately. Children are learning about the wider world and enjoy visits from the police and fire fighters. This not only reminds children of how to stay safe but also allows them to consider different roles within the community. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. Even at this early age they sit at the table and demonstrate good manners as they wait patiently to be served and eagerly feed themselves.

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

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| 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

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| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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