

Playmates Day Nursery

Inspection report for early years provision

Unique reference number 303450
Inspection date 30/11/2011
Inspector Diane Hawkley-Holt

Setting address 64 Wilmere Lane, Widnes, Cheshire, WA8 5UR

Telephone number 0151 495 2939
Email playmates.1@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Playmates Day Nursery is one of two nurseries owned by Playmates Nurseries Limited. It opened in 1996 and operates from five rooms in a converted house and a further two rooms in an annexe in the grounds. It is situated on the outskirts of Widnes. All children share access to a secure enclosed outdoor play area. The nursery is open Monday to Friday from 8am until 6pm all year round except for public holidays. Children are able to attend a variety of sessions. A maximum of 57 children may attend the nursery at any one time and of these, no more than 20 may be under two years at any one time. There are currently 78 children attending a variety of sessions, who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides 17 places funded by the early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is appreciated and well supported, as the practice is inclusive. Most policies and procedures are established and clear, which results in the promotion of children's welfare being good. The staff have a good understanding of most of their strengths and areas for improvement in the setting and the manager takes steps to continuously improve the service. The staff have built strong relationships with parents and other professionals to promote secure and consistent care for children. All children are making good progress.

What steps need to be taken to improve provision further?

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

- develop further tracking systems to record children's progress towards the early learning goals
- improve the recording of risk assessments to ensure these cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and suitably protected in the setting because the manager and staff have up-to-date knowledge about local safeguarding policies and procedures. They have effective measures in place to manage any concerns about children in their care or if there was an allegation against a member of staff.

Children are taught effective safety rules for indoor and outdoor play. They follow guidance that reminds them to be kind and safe, this further promotes children's safety. The staff are appropriately vetted and are safe and suitable to work with young children. This means that children are safe and well protected. Overall, the setting makes effective use of risk assessments to ensure a safe and secure environment for children. However, whilst all areas are checked for their safety each day, the documentation to support these checks lack detail in some areas.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The environment is well organised with enhanced displays of numbers, letters and positive images of activities and people and most of this is accessible to the children, this means that children are able to thrive and make good progress in their development. The manager and staff are aware of some of their strengths and weaknesses. The manager looks for ways to improve the provision for the children. Staff have clear roles and responsibilities, there is an experienced Special Educational Needs Co-ordinator and Safeguarding Officer. Staff meetings, parents comments, and nursery meetings contribute to the setting's self-evaluation process, which enables the manager to set some appropriate targets. The manager has addressed previous recommendations promptly and effectively.

The staff form excellent working relationships with parents and carers. There is a good induction process, which obtains useful information about children, such as their individual preferences and unique needs. Regular visits are encouraged before a child starts at the nursery. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share important information through a diary, picture texts, videos of children's activities and parents read the child's learning journey regularly and add comments and information from home. Parents attend a six-monthly parents evening where they discuss their child's progress. This means that parents can become very involved in their child's learning and each child is well supported in making good progress towards the early learning goals. Effective relationships with the local schools and support professionals enable staff to carry out well informed transfer visits, these partnerships are well established and contribute well to supporting children's welfare and learning.

The staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the setting well. The setting is well resourced with equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

The staff team are qualified in childcare and are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning.

Children are guided well by the staff to use the equipment safely, not to run indoors and be kind and caring to keep each other safe. The children feel safe and secure as they follow well-planned safe evacuation procedures. Children are protected well as they follow guidance learnt during a visit from the fire brigade. Children are supported in taking some risks, for example, when using the climbing frames and tools, such as scissors in the setting. Children have opportunities to independently direct some of their own learning and develop their creative and critical thinking skills. The nursery outdoor space offers a partly grassed play area, where children can run, jump, ride bikes and climb to challenge their physical skills. This means that children are able to thrive and make good progress in their development.

Children's good health is very well promoted because the setting provides a clean and stimulating environment where children are developing good independence with their personal care. Very good health routines are established, for example, all children wash their hands after activities and before snacks. The setting has been awarded a 'Halton Healthy Early Years Status and a 'High 5 Award' for healthy eating. Furthermore, the nursery actively promotes healthy eating in the setting as children display healthy food choices made out of play dough. Children are protected from cross-infection because the setting ensures the equipment is cleaned to a high standard and checked. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. Children are supported to recognise when they need to rest or sleep. The children have a choice of snacks and they are encouraged to make healthy choices.

The staff observe the children regularly and record their progress through pictures and narratives. This information is used to establish a starting point for the child and then subsequent observations are used to plan stimulating activities that enable the children to make good progress whilst at the setting. However, children's progress towards the early learning goals is less well tracked. Children are making good progress in communication language and literacy as the routine offers the children many opportunities to speak and listen, also to recognise their name both verbally and in writing. Staff support children well in developing language. Children access a wide range of books and there are plenty of opportunities for children to write and record their own learning, as there is a selection of paper and mark-making equipment readily available. Children have regular opportunities to experience singing, dancing and music. The children also use technology regularly in the setting, such as, play mobile telephones, cameras and cause and effect toys and a computer with suitable educational software on. Problem solving reasoning and numeracy is embedded in all activities. The children are well supported as they are counted in for lunch and at rhyme time children have fun singing number songs.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Children made Diwali lamps whilst learning about the festival of Diwali and they practised using chopsticks and making paper lanterns to celebrate Chinese New Year. The staff

also make good use of books to introduce new ideas and promote diversity.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

