

Playaway Nursery (BCC) Limited

Inspection report for early years provision

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Inspector Caroline Preston

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Type of setting Childcare - Non-Domestic

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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*.

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Description of the setting

Playaway (BCC) Limited is one of three privately owned day nurseries. It opened in 2011 and operates from Becontree Children's Centre. The Day nursery is in Dagenham in the London borough of Barking and Dagenham. The Day nursery serves the local community and is open each weekday between 8am and 6pm for 51 weeks of the year. The Day nursery is registered on the Early Years Register and a maximum of 30 children in the early years age group may attend at any one time. There are currently 54 children on roll, some in part-time places. There are eight members of staff, all of whom hold early years qualifications to at least level 3. The Day nursery provides early years education for three-and -four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. A good range of learning experiences support children's learning and development in all areas. However, numbers are not fully promoted in all play areas. Children are safeguarded well and hazards removed to keep them safe. Partnerships with parents and others are well established, helping children to achieve. Self-evaluation is robust and helps to support the good continuous improvement of practice in the nursery.

What steps need to be taken to improve provision further?

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

- create a number rich environment in all play areas.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as procedures are robust and understood by staff and support identifying any concerns. Risk assessments are thorough, detailed and carried out daily by staff. This means that all areas inside and outside are hazard free and help keep children safe from harm. All relevant documentation which supports the running of the nursery is in place. Therefore, children are cared for well and their individual needs identified and met effectively. Resources are good, highly effective and safe which help children develop and learn in all six areas of learning. Toys are easily accessible, attractive and stimulating and age and stage appropriate. Resources outside are challenging and designed well to support children's interests, including planting and growing materials.

Partnerships are strong and well established and make a strong contribution to children's learning. Effective links with outside agencies mean that good learning strategies and play experiences are developed for individual children. These are monitored by all involved, and support future achievements. High expectations of staff practice helps to embed ambition and drive improvement. Staff regularly attend training, to develop their childcare knowledge and understanding. Yearly training programmes developed by senior staff, show courses that individual staff attend.

Equality and diversity is actively promoted by staff. They know the backgrounds of all children meeting their individual needs well. Planned festivals are celebrated including children's own cultural celebrations. Toys are good and reflect differences and help children develop positive attitudes towards others. Strong relationships with parents means good professional relationships are built. Daily discussions about each child's needs help staff to care and plan each child's day. Good written information about the setting means parents know how it is run. They offered copies of policies and procedures, as well as regular newsletters. Parents are invited to regular meeting about their child to discuss their progress.

Self-evaluation is robust and linked to discussions with the local authority about improvements. Action plans are designed and timescales put in place to complete each action point. The pre-schools role play area has been changed and redesigned three times because of evaluation of children's interests. Staff have observed children's play and learning and evaluated that the role play was too small and not extended for older more able children. Younger and, more able children now have play experiences which is stimulating and sustain their learning.

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

Staff have an effective knowledge of how children learn and progress in the six areas of learning. Children are offered a wide and stimulating range of activities and play experiences. All children are excited and eager to learn in each playroom. Younger children sit with staff and show excitement handling toys in the treasure basket. Children explore with their senses and maintain attention well. Older children select and use activities and resources independently.

Children interact with each other and staff as they run in the garden. Children grab handfuls of snow and show each other what they have. They speak clearly describing how cold the snow is and that it is melting. Children know that print carried meaning as younger children sit with staff and listen to stories. They attempt writing using pencils and paper, and use for different purposes such as the 'vets'. Children learn mathematical language such as 'more' and 'heavier' as they weigh dried pasta. However, the home corner is not rich in number to support children's knowledge of numbers.

Children learn about living things such as the life cycle of hens. They observe hen eggs being placed in to an incubator and the changes that occur. They discuss the

temperature that is set and how many days it takes for eggs to hatch into chicks. Children move with confidence and skill in the garden as they run and play. Children are creative as they make marks in the shaving foam and cornflour. They enjoy free play in the role play area use their imaginations well.

Children behave in ways that are safe for themselves and others. They help to tidy away play resources and understand and follow the nursery's behaviour rules. Children talk about safety as they play in the garden, they also learn about road safety. Staff discuss with them the dangers of crossing the road. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the nursery.

Children show good awareness of healthy lifestyles. They help prepare and make vegetable soup, they know what ingredients to use. This means they learn the importance of healthy eating and how to make healthy foods. Children adopt good personal hygiene routines, they understand the importance of washing their hands after using the toilet and before meals. Children take part in physical exercise as they play in the garden, using a good range of large apparatus.

Children share and take turns with the toys in the role play area. They cooperate and show respect for each other during play. They understand daily routines and follow staff's instructions. Children develop skills for the future as they learn to and play with programmable toys. They use the computer and play tills and understand how these work.

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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