

Playaway Day Nursery UK Ltd

Inspection report for early years provision

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Inspector

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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 Day Nursery is a privately owned nursery. It originally opened in 2001 and re-registered as a limited company in 2011. It is situated in a converted house in Burnham-on-Sea, in Somerset. Children use six playrooms on the ground and first floors and the second floor of the property is used for community events, staff training and parent meetings. The children at the nursery have access to the owner's dog and rabbit. The nursery is registered on the Early Years Register for a maximum of 33 children, of whom 12 may be under two years old. There are currently 85 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and /or disabilities. The nursery operates in line with the Reggio Emilia educational philosophy. The owner, who has an early years degree and is an Early Years Professional, is supported by 11 members of staff. All staff working directly with the children have relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Enthusiastic staff and innovative leadership mean that the nursery is highly effective in meeting children's individual needs. Overall, children's learning and development are impressive. Highly productive partnership working at all levels maintains continuity in children's care, learning and development. Collaborative working, extremely effective monitoring and highly reflective self-evaluation systems lead to outstanding and sustained improvement.

What steps need to be taken to improve provision further?

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

- helping children understand that good practices with regard to hygiene can contribute to good health, with particular regard to hand washing after staff support children to blow their noses.

The effectiveness of leadership and management of the early years provision

Staff promote children's welfare extremely well as they implement significantly enhanced safeguarding procedures. They have all attended regular training, which is frequently consolidated through in-house training, and they have a comprehensive awareness of safeguarding issues. Thorough risk assessments and ongoing safety checks promote children's safety extremely well. Management

follows robust recruitment, induction and suitability processes to provide a highly skilled and suitable staff team to enhance outcomes for children.

The nursery promotes inclusive practice extremely well. Children are actively learning about themselves, each other and the world they live in. They share news about themselves and their family and this helps to develop a very strong sense of belonging. Excellent settling-in arrangements help ensure that children are happy and settled. There is very good liaison with health professionals, such as speech and language therapists, to thoroughly support children's individual development.

The stimulating environment is conducive to learning and provides a very warm welcome. Staff manage all areas very well to support and extend children's learning. There is a rich and varied range of easily accessible resources. These include natural and imaginative objects, such as a beach hut. Excellent use is made of other agencies to enhance children's experiences. For example, children benefit from visits from a local artist and the fire service. The nursery is taking well-considered steps to help ensure that resources and the environment are fully sustainable.

Staff pay meticulous attention to the views of parents. For example, following recent consultation children's achievements are now recorded and shared with parents. Parents comment on the extensive support offered by staff to provide a consistent approach to behaviour management. Highly productive arrangements enable the sharing of key information with other early year's settings. For example, staff use an information exchange book to promote a truly shared approach to children's care and learning.

Excellent mentoring and supervision of staff promotes consistency throughout the nursery. This enables staff to share exceptionally good practice and experience. Self-evaluation is rigorous and fully involves the staff, parents and children in reviewing the nursery's practice. Key staff use a variety of tools to effectively monitor the provision, such as highly reflective supervision meetings to monitor professional development. All staff are involved in establishing comprehensive and well-targeted action plans which reflect their excellent understanding of how to secure improvement.

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

Children are very settled and extremely confident in the nurturing environment. Behaviour is excellent as they are busy and interested in everything that is going on. For example, babies thoroughly enjoy exploring an excellent range of activities which support their sensory development, such as exploring the light table and whisking 'gloop'. Extensive arrangements promote the smooth transition between rooms for each child, such as visits with their key person. Each child has a 'personal passport' that includes photographs of their family so that they have an excellent sense of belonging. Staff fully appreciate and value children's learning. For example, children take a digital camera on their visits and are able to print

their photographs and share their experiences. As a result, children communicate exceptionally well and develop very good skills for the future.

Children make outstanding progress towards the early learning goals in most areas of learning due to staff's inspirational planning of interesting experiences. They are extremely well supported by the knowledgeable and enthusiastic staff. Staff have excellent systems for assessing children's progress and use this information exceptionally well to inform individualised planning. They encourage children to explore and develop their own play, sensitively intervening to extend their thinking and learning. This enables children to play an active role in their own learning. Daily routines inspire children to solve problems. For example, at lunchtime they confidently lay the table for the correct number of children. Children's independence is fully encouraged through the introduction of open-ended activities.

Children have a good understanding of hygienic routines, such as washing their hands after playing in the garden and before eating. Overall, staff are good role models, however they do not consistently wash their hands after helping children to blow their noses. This does not fully support children to learn about good hygiene practice. An extensive menu of varied and nutritional meals is shared with parents. Snacks and meals are prepared in a scrupulously clean kitchen by a dedicated cook. All meals meet children's special dietary requirements. Meal times are a sociable occasion and staff listen carefully and respond to each child. Even the youngest children are encouraged to serve their own meals and, therefore make healthy choices. Visits to the allotment with the gardener successfully enhance children's awareness of the world and healthy lifestyles. There are frequent opportunities for children to be outside and active. They thoroughly enjoy their time in the exceptionally well-equipped garden. For example, children thoroughly enjoy using tools purposefully in the pebble and sand pits. Children negotiate space exceptionally well on the ride-on toys and learn to recognise numbers as they park their vehicles in allotted spaces. Staff are excellent at providing children with gentle reminders to encourage their awareness of safety. For example, staff take time to explain to a child the possible consequences of pulling his wheeled suitcase across the balance beam. Children are fully aware of maintaining their own safety on the stairs and clearly explain the importance of holding on to the banister.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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