

Playmates Nursery

Inspection report for early years provision

Unique reference number EY278594
Inspection date 10/07/2012
Inspector Helen Edwards

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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*.

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

Playmates Nursery was established in 1980 and registered under its current ownership in 2004. The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms at The King's Centre in Chessington, Surrey and is registered to care for 35 children between the ages of two years and eight years, all of whom may be in the early years age range. There are currently 70 children aged between two years and five years on roll. The nursery operates in term-time and for four weeks during the school summer holidays. Session length varies between 9am and 3.30pm. The nursery supports children with special educational needs and/or disabilities, and those who learn English as an additional language. It is funded for the provision of some free early education to children aged three and four years. There are eight staff employed working a mix of full- and part-time hours. Of these, seven hold a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this exciting, stimulating and fun environment. All staff are passionate, enthusiastic and highly skilled which allows them to support all children in making extremely good progress. The nursery is led by a highly motivated and enthusiastic manager who fully embraces the process of self-evaluation, so demonstrating an excellent capacity to maintain improvement. Extremely positive relationships developed with parents and other professionals ensure that staff are responsive to children's changing needs. Highly efficient organisation of written and practical policies and procedures enable staff to safeguard children and promote their welfare exceedingly well.

What steps need to be taken to improve provision further?

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

- enhancing the already outstanding outdoor learning environment, so offering additional ways for children to use their senses, be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Children's well-being is significantly enhanced through effective organisational systems, which ensure that all the required documents, information and parental permissions are in place. Child protection is given high priority and all staff have a

clear understanding of the signs and symptoms which could cause concern and of the appropriate procedures to follow. Robust recruitment and induction procedures are fully in place to ensure that suitably qualified and vetted adults care for children.

Highly skilled staff place an exceptionally high emphasis on keeping children safe. Staff attend training to keep their knowledge and skills up to date, implementing their new understanding. Thorough and detailed risk assessments coupled with ongoing daily checks, help to ensure that the environment is safe, secure and well maintained. Impressive staffing ratios allow children to have individual support to meet their welfare, learning and development needs. The staff are vigilant in supervising the children, being particularly conscious of the differing age ranges and abilities.

A fully embedded culture of self-evaluation supports staff in identifying the nursery's strengths and its areas for development accurately. Without exception, all staff show huge motivation and excitement at helping drive improvement. As a result of this involvement, a clear vision for high quality care and learning is shared by all, under the manager's capable leadership. Highly effective management systems ensure the smooth running of the nursery.

An exemplary monitoring and appraisal system supports staff in their day-to-day work. This system helps to maintain very high standards by a staff team who enjoy working together. Effective deployment of enthusiastic staff ensures that all children have their individual needs met and are supported in making excellent progress towards the early learning goals. The knowledge key staff have of the needs of children and their ability to support them is exceptional; therefore, they are highly successful in taking steps to close any identified gaps in children's achievements, ensuring all achieve at a high level. Children benefit from exemplary supervision and individual attention, and they blossom at the nursery. Excellent use is made of the space and resources available, both inside and outside; nevertheless, some ways of enhancing learning outside are not implemented currently.

Partnerships with parents and carers are outstanding. They receive high-quality information about the nursery and are encouraged to be completely involved in their child's care and learning. Parents report that they are extremely pleased with their children's progress and with the dedicated and caring staff team. They feel the staff are exceptional. New families are made to feel very welcome and staff take time to get to know them, fostering excellent relationships, which contribute successfully to children settling in quickly, and feeling happy and extremely secure. Parents and carers are fully welcomed into nursery life, engaging in varied play activities and experiences with the children. Staff are extremely effective in ensuring that all children feel fully accepted, and highly valued members of the nursery community. Children with a diverse range of cultures, languages and backgrounds all play happily together because staff nurture their individual identities. Excellent wider partnerships flourish owing to the nursery manager's determination. These established systems support children's move to full time education, despite involving a number of schools. Each reception class has

exchange visits and children see photographs of their future teachers.

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

An extremely calm but busy and purposeful environment reflects the needs and interests of all children attending. All children thoroughly enjoy their time here. They are very relaxed and confident, with their needs placed at the heart of all the nursery routines. A highly effective system ensures that children develop very strong bonds with a member of staff who is special to them, so helping them to feel settled and extremely secure. Children are eager to attend, and cannot wait to participate in enticing activities.

Staff record highly detailed and accurate observations of what children can do on entry to the nursery. Assessments are meticulously linked and tracked to the developmental stages of the Early Years Foundation Stage. Staff skilfully identify the next steps for each child's learning and plan effective and stimulating learning experiences. Teaching is rooted in expert knowledge of how children learn.

Children are extremely motivated and independent learners. They explore, investigate and try new things confidently. Children love playing outside in all weathers and the broad range of equipment in the garden gives them many opportunities for adventure. They ride on bikes and push dolls' buggies, care for herbs, engage in role play, count and hang numbers on a number line, and climb and slide on the large equipment. Unexpected events are taken full advantage of and turned into exciting learning, for example a fox spotted sleeping on grass nearby or slugs appearing after rainfall. Staff build on such moments to capture children's interests and imagination successfully. For example, children delighted in developing a 'Slug Hotel' and observing the slugs through magnifying glasses, so demonstrating how creatively staff use the outside area. They are currently considering new and innovative ways to develop outdoor play to provoke children's curiosity further.

A particular feature and strength of the nursery is the Lions' Den, established specifically for the oldest children prior to their move to school. Here they experience an exceptionally nurturing environment with a high staff ratio, where they receive outstanding individual attention during carefully planned activities. The children love becoming a 'lion' and feel privileged and delighted when chosen to be the 'Lion King' for the day.

Children develop excellent skills for their future lives. Older ones recognise many sounds and letters, and some apply these as their early reading and writing skills emerge. Some count confidently to 20 and beyond and use addition in practical situations, such as, correctly identifying there was one more adult than children in the room.. All enjoy books and love to cuddle up with staff in a cosy corner to share a story. Literacy and numeracy skills are developing rapidly because of highly successful adult help and the effective use of resources.

The children's behaviour is exemplary. Staff are extremely positive role models and their use of praise enables children to quickly learn the boundaries and staff expectations. Children are polite and courteous with each other. They enjoy taking on responsibilities, eagerly setting the lunch table, for example. They learn that people's differences are to be accepted and celebrated. They understand that they are part of a group and share and take turns happily.

Staff teach children about keeping safe through everyday discussions and by practising the evacuation routine on a regular basis. Children remember to walk indoors, explaining why this is important for everyone's safety. Without exception, children follow excellent personal care routines and explain why these are necessary. Children have an excellent range of opportunities to adopt healthy lifestyles. They engage in conversations about healthy and unhealthy drink options and clearly demonstrate an awareness of which are good for them. Children learn to keep fit through regular participation in yoga, group movement activities and frequent activities out in the fresh air. They enjoy an excellent variety of freshly cooked meals and nutritious snacks and chat happily to staff and to each other about these as they sit around the table together.

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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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