

# Playdays Nursery

100-102 Wimbledon Hill Road, Wimbledon, London, SW19 7PB

<b>Inspection date</b>	05/11/2012
Previous inspection date	30/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- All staff know children well and this enables them to monitor individual children's development and offer support where needed, in order to meet their individual needs effectively
- Information is shared well with parents. Staff encourage them to become involved in their children's learning and to continue themes, such as nursery rhymes and favourite books, at home, which helps children's progress.
- Staff work well as a team and share affectionate and encouraging interaction with children, which helps children feel emotionally secure and ready to learn.
- The management structure within the nursery and with the proprietor is effective with clear support processes available for the staff's professional development.

### It is not yet outstanding because

- Useful resources which could extend children's exploration and imaginative play, such as magnifying glasses and real items such as baby bottles and nappies for role play, are not always readily available when needed.
- Staff do not organise space in the baby room as well as possible to support physical development, such as learning to walk.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with the childminder at appropriate times, .
- The inspector chatted with the child present, observed play and the childminder's involvement.
- The inspector reviewed a sample of the childminder's documentation.

## Inspector

Jane Nelson

## Full Report

### Information about the setting

Playdays Nursery registered in September 2003. The nursery is one of a small chain of five settings operated by Playdays Day Nursery and Nursery Schools Limited. It operates from a refurbished building located close to Wimbledon town centre in the London borough of Merton. There are six playrooms arranged over the ground and first floors. There are two offices, children's cloakrooms, two kitchens, a staff room and staff toilets. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery provides care for a maximum of 74 children at any one time. Out of school care is provided in an adjacent building before and after school and during school holidays and a maximum of 25 children under eight years may attend this part of the provision. The

nursery provides transport to and from local schools. There are currently 109 children on roll aged from three months to under eight years. The nursery receives education funding for children aged two, three, and four years. Children attend for a variety of sessions. The nursery supports many children who are learning English as an additional language. The nursery opens every weekday from 8am to 6pm throughout the year, closing only for Bank Holidays and between Christmas and New Year. There is a team of 18 full time staff and the manager, who work with the children. Of this team, 11 staff hold relevant early years qualifications at level 3, three have similar qualifications at level 2 and four remain unqualified. In addition there are two drivers, a cook and one administrative staff member.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- expand the range of materials that are readily accessible to children, so they are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them, as well as possible
- review how space is organised in the baby room to encourage as much free movement as possible, for example, by anticipating young children's exuberance and ensuring the space is clear and suitable for their rapid and sometimes unpredictable movements.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff team share affectionate and supportive interaction with children and provide a good range of interesting and stimulating activities. The nursery staff cover the education programmes effectively, making good use of the well-resourced indoor and outdoor environments. These environments support children well in making good progress in their learning and development and result in children being happy and enjoying their time at nursery. The daily routine and socialising in small groups of friends, with familiar caring staff, gives children the confidence to enjoy their play. This system helps children acquire a set of skills that supports them well as they move through the nursery into their next stage of learning. Children form new relationships, while maintaining firm links with familiar carers, so they adapt quickly when changing rooms. Staff help older children prepare for the move to school well. Children enjoy their time at nursery. They have great fun being outside on a sunny autumn day. Staff dress babies warmly and so they enjoy sitting together in the six seater buggy to go for an outing to the nearby common.

Toddlers and older children learn about the natural world as they explore the garden, as well as getting fresh air and exercise. Children gain an awareness of space and develop physical skills and co-ordination as they ride bikes, steering and navigating carefully. Staff support younger children as they gradually gain confidence in using the climbing frame and excitedly swish down the slide, laughing. Older ones concentrate and persist with digging in the soil to find worms and bugs. They discuss the holes that they make and the marks that the rake leaves in the soil, developing their language and communication skills as they do so. Staff support children well in their exploration, making the most of their excitement when a worm is found by talking about the worms and how they move. These valuable experiences are not extended as well as possible because staff do not anticipate the need for additional resources, such as magnifying glasses. Similarly, real items, such as baby bottles and nappies are not provided to support children's play when trying to act out what they see adults do. Nevertheless, staff provide a wide different media for children's use. In the garden, for example, they sift glitter mixed with flour through their hands, feeling the mixture's texture and observing the shiny glitter. Staff know children well and plan experiences that reflect their interests. They use good techniques to make sure children enjoy what is offered. For example, staff capture young children's attention in a cosy story time, with their favourite books. They sit on the floor, holding the book at children's level so the illustrations can clearly be seen and closely examined. Staff read the story imaginatively using different voices and repetitive phrases that support children's developing vocabulary. Children listen avidly, engrossed in the story; they respond readily when staff pause at intervals to encourage them to 'read' the next word. They join in excitedly predicting if it will be 'under' or 'over' and call out loudly 'oh oh'. Staff link parts of the story to children's recent experiences, such as their 'muddy walk' and play in the garden. Many children attending the nursery learn English as an additional language and activities such as this, using repetitive songs, stories and rhymes, develop their use of the language. Staff sit on the floor with babies; their close proximity and their cuddling providing reassurance. Babies enjoy finding out about the toys provided for them. These encourage development of their hand and finger skills well. For example, babies use toys with buttons to press or flaps to open, shakers, and move shapes along a frame. Older babies gain confidence in moving around by using the suitable equipment that staff provide, although sometimes there is insufficient space for such movement.

### **The contribution of the early years provision to the well-being of children**

Children demonstrate they are happy and enjoy being at nursery; as a result, they behave well and are busy and interested in their play. The 'key person' system is well established, resulting in children sharing good relationships with staff who encourage their confidence and provide a secure presence. Toddlers and older children socialise well and enjoy being together in their small groups. Staff implement good settling in procedures for babies and home routines, especially regarding feeding and sleep patterns are followed, providing continuity. The nursery environment is welcoming, and stimulating both in and outdoors, supporting children's all-round development and emotional well-being. The daily routine provides reassurance, and familiarly for toddlers and older children; they eagerly anticipate their tasty lunch after a busy morning. Lunch time is well planned and used as a social time where children's conversation and developing independence is encouraged. Children develop confidence in attending to their own care needs, as they move through

the nursery. For example, children operate the taps in the bathroom and use the soap dispenser carefully to make sure their hands are clean. Staff support children well in developing independence at meal times by helping them to serve themselves from a communal dish at lunch time and reminding them to have frequent drinks from their beakers. Children show an understanding of their own safety as they use tools, such as spades in the garden, and cutlery at meal times, with care. They are helped by staff to use the stairs safely, and to generally take care as they move about and in their play. Children understand they need to wear wellington boots in the garden when it is muddy and realise the mud may be slippery. Children gain an understanding of healthy choices through enjoying planned daily physical activities, play in the garden and the weekly baby yoga and dance sessions. They enjoy healthy foods, such as snacks of rice cakes and fruit, and hungrily eat their lunch of warming macaroni cheese and sweet corn followed by home made apple crumble. Younger children recognise they are tired and find their mattress where they quickly settle for a cosy rest.

### **The effectiveness of the leadership and management of the early years provision**

A clear management structure is in place that works effectively in practice. There is good communication between the proprietor and manager; regular meetings between the manager and staff result in information being shared effectively. The proprietor and manager act on the advice of outside professionals to help drive improvement. They view this support as an asset to the nursery. The proprietor implements robust recruitment and vetting procedures to employ suitably qualified staff. The proprietor and manager are aware of their responsibilities regarding meeting requirements and maintaining the required ratios of children and staff, implementing effective systems to do so. Staff understand their responsibilities regarding child protection issues and are able to follow procedures if concerns regarding children's welfare arise. Staff supervise children closely, encouraging awareness of their own safety. Risk assessments are used effectively to monitor and review safety in the nursery environment and on outings. The nursery has made good progress since their last inspection in addressing the recommendations set, so improving provision for the children. Self-evaluation is used effectively; careful monitoring identifies where improvement is best targeted. For example, strategies such 'Ellie the elephant', a home/nursery link toy has been a great success, and staff plan to extend the scheme to other rooms. The manager monitors staff practice well; staff appraisals identify specific training needs effectively. The nursery's leadership and management make good use of training provided by the local authority to support staff development. Staff have increased confidence in using the new system to monitor children's progress. They successfully identify where individual children require additional support. The manager regularly monitors the effectiveness of the educational programmes. The nursery staff are confident in implementing the developmental check for two-year-olds. The nursery shares information well with parents, promoting positive relationships and encouraging parents active involvement in their children's learning. For example, staff obtain useful information about children and their routines when they first start at the nursery. Discussion is shared with parents and carers daily, and information about children's day recorded in diaries for younger children. Information provided in each room enables parents to continue discussions, stories and songs at home. Parents evenings are held

regularly and parents have opportunities to attend individual meetings with their child's key worker to discuss their development. Parents' views are sought through questionnaires, discussion and a suggestion box. Parents' views reflect they are happy with the nursery. They comment that children enjoy coming to nursery and love the staff, who they refer to as being approachable and friendly. They describe the nursery as a clean, stimulating environment. The nursery builds links well with other early years settings and professionals. For example, they establish links with local schools through their contact when collecting school age children who attend the after school club. Staff pass on information from the school to parents and a quiet area is provided for children to complete their homework

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY266832
<b>Local authority</b>	Merton
<b>Inspection number</b>	886133
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	99
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Playdays Day Nursery & Nursery School Limited
<b>Date of previous inspection</b>	30/03/2009
<b>Telephone number</b>	020 8944 8959

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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