

# Playtime Nursery

Church Rise, Chessington, Surrey, KT9 2HA

<b>Inspection date</b>	12/11/2012
Previous inspection date	24/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Children are happy, motivated and eager to explore. They demonstrate high levels of independence and imagination and have good relationships with each other and staff.
- There is a stimulating and well-resourced environment both indoors and outdoors, to support children's all-round development.
- The staff establish good relationships with parents, keeping them well informed about their child's progress and welcoming their comments and suggestions.
- The senior management team oversees and supports staff well in meeting the requirements of the Early Years Foundation Stage, and the manager encourages staff to access further training to support their development.

### It is not yet outstanding because

- The planning of one to one time to build younger children's understanding of making relationships is not well embedded into practice and is not organised at times when young children or babies are alert, responsive and willing to engage .
- not all staff are confident in providing opportunities for children to talk or in making the environment rich in language and communication by talking through activities particularly for the younger aged children.

## 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 spent the majority of inspection time observing the children in the nursery as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the provider/manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery with a representative sample of parents
- The inspector and manager completed a joint observation together

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Playtime Nursery registered in 1979 and is one of three nurseries which are privately owned. It operates from three play rooms in a single storey building in Chessington, in the Royal Borough of Kingston-upon-Thames. All children have access to a secure outdoor play area. The nursery is open each weekday from 7.30am to 6pm all year round. The nursery is registered on the Early Years Register and both the compulsory and voluntary

parts of the Childcare Register. There are currently 94 children aged from 3 months to under five years on roll; some of the children attend on a part time basis. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. There are 16 members of staff, of whom 15 staff hold appropriate early years qualifications. The registered provider holds Early Years Professional Status.

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

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

- enhance the planning of one to one time to interact with young babies when they are in an alert and responsive state and willing to engage
- develop staff's knowledge of supporting children's understanding and speaking skills by a) talking to babies about what you are doing and what is happening so they will link words with actions and b) planning to talk through and comment on some activities to highlight specific vocabulary or language structures

### **Inspection judgements**

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

All staff have attended training on the revised Early Years Foundation Stage and implement the curriculum well. This means that the children's individual needs are met because staff have a secure understanding of how to promote learning and development. Children's individual learning journeys are well maintained and contain information, such as starting points and tracking documents to support future plans for each child.

Children in the pre-school room have many opportunities to develop their independence and this supports them in their readiness for school. They have a well established running snack table whereby children make the choice during the morning when they would like a snack. They are very confident in helping themselves to a rice cake and some raisins and skilfully pour their own drinks. Children thoroughly enjoy using their imagination in role play situations and staff support their interests well. They are aware of the children's favourite stories and provide props to encourage children to act out stories together. Staff provide a good range of resources to develop children's early writing skills in a number of different ways. Some children enjoy games with word cards. They listen carefully as the staff sound out the initial sounds of words and then attempt to copy these words. Other children are interested in writing when outdoors and have great fun using clipboards,

paper and pens in the garden where they make notes as they explore the outdoor environment.

Children in the pre-school room are well supported in the acquisition of language and communication skills because staff listen perceptively to them and skilfully ask questions during tasks to improve learning. However, not all staff are confident in providing opportunities for children to talk or in making the environment rich in language and communication by talking through activities, particularly for the younger aged children.

Children in the toddler room thoroughly enjoy pretend play in the home corner and spend considerable time making dinner, where they learn about technology as they turn the dial on the pretend microwave. Staff support children's love of books well and children thoroughly enjoy sitting down on the cosy cushions to listen to a well known story. This is enhanced by staff making good use of props, which help keep children interested and focused on listening.

Children in the baby room enjoy exploring their environment and have many opportunities to practise their early physical skills as they walk around the room investigating the many resources. Babies enjoy exploring the treasure basket and spend long periods of time engrossed in feeling the textures of different materials. Staff are sensitive to children's needs, for example, quickly identifying when young babies need to have a sleep. All children enjoy playing outdoors where they can access a full range of activities. They thoroughly enjoy riding in the toy cars, sitting quietly under the canopy looking at a book, or mark making with the writing materials.

Parents have regular opportunities to meet with staff to discuss children's achievements and progress. Each child has their own developmental records, which show their achievements and next steps for learning. Children who speak English as an additional language are supported well. Staff learn about children's home language, obtaining key words to help children settle. The group also ensures environmental print in the nursery represents children's home languages. There are effective systems to support children with special educational needs and/or disabilities as staff work successfully in partnership with other agencies. This in turn supports them in being able to identify and support children to reach their expected levels. The nursery also has close links with local schools and this helps support the transition process.

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

Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Transition from the home into the nursery is well-managed through a gradual settling-in process. Staff sit close to children to support and reassure them in their play. They also ensure that meal times are a positive social occasion by sitting with the children at the table where they can chat quietly together.

There is a generally effective key person system in place, which helps children to feel secure. Staff in the baby room are aware of developing attachments and plan one to one times with their key children. However, as they tend to plan this time before lunch, babies are less responsive and becoming fractious while awaiting their lunch.

Staff are good role models; they speak to the children and each other with respect, modelling positive language. Children's behaviour at the setting is good because staff use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour. Staff handle any minor issues sensitively and appropriately.

The nursery is comfortable and has ample space for children to move around in safety and fully explore the resources. Children's safety and well-being are given high priority. Staff conduct daily checks on the premises and effective risk assessments procedures are in place. Staff are well deployed, which helps to ensure that children are supervised and kept safe. Children learn to take risks in a safe environment and understand the rules at nursery, such as why they do not run indoors and taking care when cutting with the scissors.

Routines are well established and enhance children's feelings of security, supporting their understanding of how to meet their own needs. Children are taught how to take care of their own environment and spontaneously tidy up after their snacks. Children demonstrate their independence and understanding of a healthy lifestyle as they take themselves to the bathroom to wash their hands. Staff are on hand to help younger children learn this routinely. Children and babies can rest and relax in quiet areas and sleep according to their own needs and routines.

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

The manager and staff understand and consistently implement the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Clear policies and procedures support the efficient management of the nursery and all staff know and understand them. Staff clearly understand their responsibilities for safeguarding children and have received safeguarding training. A number of staff have a first aid qualification, which means that they are able to respond to children's minor medical needs effectively. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed by the setting.

The registered provider and manager are both committed to continually monitoring the nursery and how staff are working. They recognise and value the importance of self-evaluation and take advice from the Early Years team, implementing and successfully addressing action plans over a period of time. Staff are encouraged to attend regular training and all staff have attended in-house training on the changes to the Early Years Foundation Stage framework. This demonstrates they are willing to continually develop their service.

Parents and carers are invited to join in activities and support the children's learning within the nursery. Strong links enable the parents to have input into their child's development and they are kept regularly informed of their progress through daily diaries and verbal feedback. More formal parent meetings are held twice a year to ensure parents receive information about their child's progress. The views of parents and carers are invited through parental questionnaires and any suggestions are considered. Parental comments at inspection indicate they are very happy with the service provided. Many parents have used the nursery with older siblings and comment they would not go anywhere else. The recommendations from the previous inspection have been addressed and have had a positive impact on the provision.

### 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

Not Met registration.  
 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>	131825
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	890954
<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>	50
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Mr R D Burge & Mrs J L Burge
<b>Date of previous inspection</b>	24/11/2010
<b>Telephone number</b>	020 8397 2800

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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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