

Playdays Nursery

22-30 Keeley Road, Croydon, CR0 1TE

Inspection date

20/11/2012

Previous inspection date

08/06/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff know the children well and plan to meet their individual needs well.
- Children with special educational needs and/or disabilities have their needs met by staff who work with other agencies to meet their targets that have been set.
- Children talk regularly and confidently with the staff and each other. They enjoy sitting snuggling in to the staff reading their favourite books.
- All staff are consistent in their approach to behaviour management and set clear boundaries for the children.

It is not yet outstanding because

- Open-ended questions are not used consistently to enhance the children's learning further, and children's early reading skills are not fully supported due to the quality of some labelling.
- Children's independence skills during snack and meal times in the younger children's rooms are not fully enhanced.

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.

Inspection activities

- The inspector observed activities in the three main play rooms and the garden.
- The inspector spoke with staff, children and the manager.
- The inspector took into account views of two parents.
- The inspector looked at children's learning journeys, planning documents, the settings self-evaluation and a selection of policies and procedures.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Keeley Road Nursery is one of a group of three childcare facilities run by Playdays. It was registered in 2011. The nursery operates from the ground floor of converted premises in central Croydon and the facilities are all on one level. There are three group rooms for children, and an enclosed outdoor play area is available. The nursery is registered on the Early Years Register. There are currently 57 children on roll. The nursery receives early years funding for children.

The nursery is open each weekday from 8am to 6pm all year round, with additional sessions available from 7am to 8am and 6pm to 7pm if required. Children attend for a

variety of hours. The nursery provides support to children who have special educational needs and/or disabilities, and those who speak English as an additional language. There are 13 staff who work at the setting including the manager. All staff have relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- extend children's learning by consistently using open-ended questions, and ensuring labelling around the room fully supports their emerging reading and writing skills.
- improve younger children's independence skills at snack and meal times by enabling them to serve themselves.

Inspection judgements

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

Staff have high expectations of the children in their care. Planning is informed by the observations on children and linked to the age bands in the document Development Matters in the Early Years Foundation Stage. This allows staff to link the learning intentions to the next step of learning to progress children's learning and development. All areas of learning are supported well by the staff with specific emphasis on the prime areas of learning. From the children's starting points, they are making good progress.

Staff have started to carry out the two-year progress check. They share this with the parents during meetings and give them copies to share with other agencies carrying out checks. Parent's views are valued and used during the planning of activities. Staff find out how children have been during the weekends and use this information in planning activities. Although staff are skilled in teaching the children and progressing them with their learning and development, currently, open-ended questions are not used consistently to further enhance their learning and help them think for themselves.

Staff work closely with other agencies caring for children with special educational needs and/or disabilities, they work together to set achievable targets for the children. Staff track the children's progress and feedback during meetings about how the children have achieved the targets set. As a result, children are progressing well.

Children enjoy snuggling into the staff when they read their favourite books. Staff take time for the children to answer questions about the book and some children say the sentences with the staff. Children show great excitement during story reading and staff pick up on this and encourage this by reading more stories.

Children enjoy visits into the local community to learn about the wider world around them. They enjoy shopping for their own fruit and vegetables and bread at the local market and bakeries. Children learn where food can be bought from and the value of food.

Staff support the children well in moving between base rooms and going off to school. All children have settling in to the new rooms and staff take time to get to know their new key children. When children move onto school, the staff ask for photographs of the teachers so the children become familiar with them. Children are also taught about the new routines at school and learn about what to expect when they start.

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

Older children are supported well with their independence skills. A 'helper of the day' lays the table for meal times and helps the staff place children's photos around the tables for them to find their seat. Children enjoy serving themselves and learning about portion control and how to pour their own drinks. However, younger children do not have these opportunities as staff carry out these tasks for them. Children are supported with their physical development both inside and out. Staff praise the children well for trying new techniques such as using stilts. They also support the children to learn how to use pedals on the bikes.

Regular risk assessments take place to make sure the children are playing in a safe environment. Children take part in regular fire drills to they are aware of what to do in an event of an emergency. The children enjoy visits from the local police to teach them about their safety and of those around them. Staff take time to talk to the children during play about how to use resources safely. When moving from room to room or on the way to play in the garden, children hold hands and walk safely to the play areas. Children enjoy fresh air and exercise, and learn the importance of healthy lifestyles.

All staff are consistent in their approach to behaviour management. They take time to talk to the children about the importance of sharing toys and working together. Given the children's ages and stages of development they are well behaved. Although children have access to a good amount of resources that promotes their learning well, some wall displays have spelling and grammar errors. Consequently, children 's developing reading and writing skills are not fully supported.

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

All staff have a good understanding of child protection and how to safeguard the children in their care. Robust recruitment procedures ensure staff are suitable to care for children. Staff are supported well by the manager during regular supervisions and appraisals. Their training needs are discussed during these meetings and the manager supports them in updating their knowledge and skills through regular training. The staff also carry out regular supervisions on the manager to make sure she is also meeting requirements. The manager and senior staff work together with the local authority to monitor the education programmes. They evaluate regularly to see how successful they are in meeting the children's individual needs.

All staff regularly evaluate practice in their rooms. This is then fed into the main self-evaluation of the nursery. Staff also gather views from the parents and use this to shape the services that are provided. The evaluation is effective as they are continually able to see what areas they need to work on and what areas are their key strengths. All rooms have monthly plans in place for improvement. The manager monitors these to make sure they are being completed. The nursery provides a responsive service for its users.

The staff work closely with both parents and other agencies caring for the children. Parents attend regular developmental evenings to discuss their children's progress and the next steps of learning. Staff attend team around the children meetings to work together to progress their learning and development. Staff also work closely with the local teen parents centre to provide child care so they can carry on with their own education.

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

Unique reference number	EY418221
Local authority	Croydon
Inspection number	892198
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	57
Name of provider	Keeley Nursery Limited
Date of previous inspection	08/06/2011
Telephone number	07815799662

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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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