

# Playday Nursery

32 Queens Drive, Huntingdon, Cambridgeshire, PE29 1UW

## Inspection date

03/01/2013

Previous inspection date

23/10/2008

## 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

- Good partnerships with parents, carers and other professionals help to ensure children's care and learning needs are known and effectively met. Consequently, they make good progress in their learning and development.
- Children in all areas of the nursery have secure relationships with staff, they enjoy their company and play confidently in their care. Babies' sense of security is enhanced because staff follow their home care routines closely.
- Children have good opportunities to build links with their local community and explore their surroundings. This encourages their understanding of the world well.
- Resources are well organised so children follow their own interests and develop their independence. This effectively promotes their future learning.

### It is not yet outstanding because

- Overly complex assessments sometimes hinder staff from focusing fully on ensuring tracking and planning robustly supports each child so they make maximum progress in their learning.
- Adults do not consistently use mathematical language to enhance children's practical understanding of weights, size and quantity.

## 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 observed activities in each of the nursery rooms and the outdoor area.
- The inspector had discussions with the provider and staff at convenient times during the inspection.
- The inspector spoke with parents and looked at the results of parent surveys.
- The inspector looked at a variety of documents, including the self-evaluation, children's records and their learning journals.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

Playday Nursery is privately owned. It opened in 1999 and operates from a single storey building in a residential area of Huntingdon, Cambridgeshire. Children have access to an enclosed outdoor play area at the rear of the premises. The nursery is open five days a week from 7.30am until 6pm for 50 weeks of the year. It is registered on the Early Years Register and both parts of the Childcare Register. The nursery provides funded early

education for two, three and four-year-olds.

There are currently 45 children on roll in the early years age range who attend for a variety of sessions. The setting supports a small number of children who speak English as an additional language. There are seven staff employed to work directly with the children. Of these, six hold qualifications at level 3 and one holds a qualification at level 2. One member of staff is working towards a Foundation Degree and one member of staff is working towards a qualification at level 3. The setting is a member of the National Day Nurseries Association. The provider also operates the Funzone out of school club at Hartford Infant School, which is nearby.

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

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

- review planning and assessment to clarify the links between observation and the planning for the next steps in children's learning
- enhance children's opportunities to develop their understanding of mathematics by using mathematical language during their play and encouraging them to talk about and compare the weights, quantities and sizes they have encountered.

### **Inspection judgements**

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

Staff show a good understanding of the learning and development requirements for the Early Years Foundation Stage. They know the children well and effectively provide a broad range of activities that meet children's learning needs. Resources are purposefully deployed that match children's interests. For example, there are large cars and trucks in the toddler room to support an inquisitive two-year-old child who shares an interest in this specific resource. Staff have high expectations of children and use their good knowledge of the children to accurately assess their learning needs. However, the underpinning paperwork is overly complicated, requiring staff to spend unnecessary time writing and collating observations and assessments. This hinders staff's ability to fully focus on the practical aspects of planning challenging activities for all children. Nonetheless, their good knowledge of the children, coupled with their skills and experience means that all children make good progress across the areas of learning.

Older children in the pre-school room show confidence in their play. They help themselves

to resources and eagerly engage in conversations with staff about their activities. Children collaborate well as they help each other sweep up the sand, or lay out the cutlery on the tables ready for their lunch. Staff sit with the children as they play and encourage them to talk about their activities. Consequently, children show strong skills in their communication and language. Four-year-olds have a good awareness of writing for a purpose, for example, they sound out the letters of their names so that an adult can spell it out on a chalkboard. A good range of writing and drawing materials, attractively deployed, means children have an enthusiasm for making marks.

Staff provide spontaneous activities that reflect children's interests, which encourages them to join in. For example, as a small group of older children make play dough together, they enjoy stirring the mixture, watching what happens next and deciding what colour is to be added. However, adults supporting the activity sometimes overlook opportunities to support this activity further by using early mathematical language to draw children's attention to the differences in weight, mass and capacity. This hinders children from making full progress in the area of mathematics. Staff encourage children to explore different materials, such as sand, water and dough, on a daily basis. Consequently, they are confident to handle new materials and enjoy exploring new textures, such as cooked pasta, cereal or rice.

Staff working with babies and younger children are skilful and well-trained to care for them. They ensure babies have plenty of physical contact and engage well with them. Consequently, babies are motivated to explore their environment with solid reassurance from their key adults. Two-years-olds have a developing interest in technology, for example, they understand what responses to expect when pushing or pulling buttons on interactive toys. Staff encourage younger children to be imaginative and join in with simple pretend activities, such as making tea. Children find the interactions with adults enjoyable and giggle happily as they play peekaboo together.

Parents have good opportunities to share in their children's learning. They receive regular updates on children's progress and meet with their key person. Newsletters offer suggestions to parents of songs and stories to share, which enables parents to support their children's learning at home. Children bring home the nursery bear, 'Fred the ted' and make a diary of his adventures with them and their family. This helps children to learn about each other's family experiences and develop tolerance and respect.

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

Children are eager to involve themselves in the learning activities and show they are happy and secure in the nursery environment. They have confident relationships with staff and clearly enjoy their company. Babies and younger children benefit well from predictable and consistent routines, so they feel emotionally secure. Staff work closely with the parents of babies, in particular, so they follow their home routines for feeding and rest. Thorough settling in procedures mean children are confident and content from the start.

The nursery premises are well-organised so children freely access resources and can therefore develop their independence. Regular checks of the premises and the equipment mean children play safely. Children involve themselves in safety procedures, for example, they sweep up spilled sand to avoid slipping over. They regularly practise the fire drill, and learn to keep themselves safe as they find out about road safety. Staff recognise the limitations of the small nursery garden and equip it imaginatively to maximise its value as a proper learning environment. Children explore chalk drawings and begin to write their own names. They find long pieces of guttering and find out what happens when scoops of sand are poured down it. Staff listen and observe and are enthusiastically responsive, for example, they provide sand timers for children who want to time an activity.

Opportunities for physical play are mostly taken outside the nursery. Children visit local parks for ball games and active exploration. Twice-weekly they visit a local gymnasium which offers energetic soft play facilities. This enables children to test their confidence and take risks as they learn to crawl over and under obstacles and balance on beams. Staff are pro-active and ensure all children have daily opportunities to be healthy and active all year round. Children visit the library and local shops and go for longer trips to open farms and country parks. National events, such as the London Olympics and Children in Need are celebrated. Consequently, children have a good understanding of their local community and the wider world.

Children enjoy a good range of healthy and nutritious food, such as fresh vegetables and fruit. Older children develop their independence as they help to cut and prepare snacks themselves. Younger children and babies are encouraged to feed themselves, enabling them to develop their physical skills. A well-developed nursery garden gives children good opportunities to plant seeds and watch fruits and vegetables grow. Delightful photographs show the children enthusiastically preparing and eating the strawberries they have grown themselves. This helps them develop a good understanding of healthy foods.

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

The provider has efficient systems in place to ensure adults are safe and suitable to work with children. Good mentoring processes mean new staff understand their roles and responsibilities. The inspection found that all staff receive training in child protection and show a clear understanding of how to respond to safeguarding concerns about children in their care. The provider's written safeguarding procedures have been reviewed to ensure these are complete and up-to-date. Staff have updated their knowledge and are aware of the responsibilities regarding complaints from parents. This ensures any concerns are dealt with effectively and children are cared for in a safe and protective environment. Robust risk assessments ensure hazards to children are identified and minimised. Staff are very conscientious about hygiene and ensure toys and equipment are clean and safe. This helps to keep children healthy.

The provider is keenly aware of the need to evaluate and adapt the nursery to meet the needs of the children in her care. She and her team work hard to ensure identified improvements are mostly tackled promptly. This has led to the introduction of new

supervision arrangements for staff and robust monitoring of the educational provision. Staff complete two-year-old progress checks and share these results with parents. They use their good knowledge of the children to monitor the progress each child makes towards the early learning goals. The provider has shown her determination to raise quality by employing a consultant to advise her on further improvements, including the present way of recording children's progress. As a result, the nursery meets its legal responsibilities well. Children and parents have their views taken into account to ensure the nursery provision continues to meet their needs. Parents and carers are encouraged to share in their children's experiences in the nursery through regular meetings, the daily diaries and newsletters. Information about children's individual needs is collected on placement. This information is reviewed and updated regularly to ensure staff are made aware of any changes to additional needs, such as allergies. Comprehensive policies and procedures are shared with parents so they are well-informed about the nursery provision.

Parents speak positively about the nursery and say their children are made welcome. Most comment favourably on the good adult-to-child ratios and say their children are supported well. Twice-weekly visits to the local soft-play gymnasium are welcomed by parents as this encourages their children to be active and healthy. The nursery has strong links with other providers in the locality. Good partnerships with the local schools help to ensure continuity for children moving on to the next stage of their learning. Children benefit well from links with the local children's centres, for example, they join in planned events and borrow story sacks. Although there are no children with special educational needs and/or disabilities presently attending the setting, there are tried and tested procedures to effectively support any additional needs. Families who have English as an additional language receive firm support from the knowledgeable and experienced staff. The nursery environment supports their home language and culture through books, photographs and signage. This ensures all families feel welcome and valued.

### The Childcare Register

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

### 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>     | 221615                   |
| <b>Local authority</b>             | Cambridgeshire           |
| <b>Inspection number</b>           | 894732                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 40                       |
| <b>Number of children on roll</b>  | 45                       |
| <b>Name of provider</b>            | Rasila Panchal           |
| <b>Date of previous inspection</b> | 23/10/2008               |

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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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