

Playdays Nursery

15 Simpasture Gate, NEWTON AYCLIFFE, County Durham, DL5 5HH

Inspection date	05/02/2013
Previous inspection date	24/08/2009

The quality and standards of the early years provision	This inspection:	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

- Key persons are highly skilled, sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- The strong partnership with parents is a particular strength of the nursery. They learn about their children's learning as well as how best to help their children to learn at home. Parents are very active participants in their child's education and are overwhelmingly positive about the nursery's effectiveness.

It is not yet outstanding because

- Drinking water is freely available within the setting, however children are not able to access drinks during lunch time. Therefore opportunities to extend children's understanding of the importance of staying hydrated are not fully embraced.
- Free access to outdoor play varies across the nursery. At present babies and young children are unable to freely access the outdoor play area so opportunities to extend learning opportunities, for fresh air and exercise are not fully explored.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the setting, including main play room, toddler room and baby area.
- The inspector talked with staff, children and parents.
- The inspector held discussion with the manager.
- The inspector looked at a range of policies, procedures, records and developmental files.

Inspector

Eileen Grimes

Full Report

Information about the setting

Playdays nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Newton Aycliffe, County Durham. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 61 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the opportunities for babies and very young children to freely access outdoor play
- enhance the opportunities for children to access drinking water at meal times.

Inspection judgements

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

Children succeed, are highly motivated and show great enthusiasm as they play and are supported by practitioners who have a very good understanding of how children learn and develop. Children's interests are captured and enhanced through a balance of child-initiated and adult-led experiences both indoors and outside. Older children enjoy the freedom of choice and access the well-resourced outdoor area, as required. They are able to use the outdoors to enhance their learning, for example, they run, jump, pedal and push a variety of bikes and equipment. However, this is not currently extended to the baby room. Teaching techniques are good because staff interact effectively, use appropriate language and are committed to enhancing children's learning through play. They know children well and use this knowledge to plan appropriate, interesting and fun activities for all children.

Children's early writing skills are developing well and evidence of this is seen as children happily use the crayons and pencils to make marks that begin to resemble early letter formation, with older children starting to write their names. This helps them to develop the key skills needed for their next steps in their learning. Displays are bright and welcoming and carry a wealth of print, with older children writing part of their own captions. Practitioners provide effective support for children emotionally, and enhance

their ability to express themselves as they acquire new language to enable them to communicate with others.

Planning and monitoring is very effective across the seven areas of learning and offers interesting and challenging experiences whilst meeting the needs of all children. This is because assessment at all ages is precise and focused. Practitioners work closely with parents sharing information about individual children's needs and interests and use this information exceptionally well. Practitioners are able to demonstrate that all children including those with special educational needs are progressing well towards the early learning goals.

The well-resourced learning environment helps to support and extend children's learning across all areas. Children use the book area independently but also enjoy group story times. They are confident in taking turns to contribute to stories and are able to predict what is happening. Younger children enjoy the challenge of posting the shapes in the shape sorter, singing action songs and climbing into the sand tray to explore their surroundings under the close watchful eye of practitioners.

There is a very good partnership with parents and their comments about the provision are good. They are invited to visit and there is an open door policy. Strong relationships are being built with new families and information is shared upon registration with staff gathering 'all about me' starting points to inform planning.

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

Interaction between practitioners and all children is strong and very close secure emotional attachments are formed within all age groups. Children show high levels of confidence and self-esteem and they delight in helping and showing others where to go and how to put things away. The key person system supports families well and they know their individual key children and their care routines, dietary requirements, likes and dislikes. Babies settle well because practitioners know their individual likes, needs and routines. Their nappies are changed regularly, with good procedures in place. Staff ensure that babies' noses are wiped and their hands washed before food. They go to sleep happily and feel secure due to close staff care and attention to help them settle. The older children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food.

Transitions across the provision and to the local schools are secure. These are implemented through working in close partnership with parents and carers and primary schools within the locality. They encourage Foundation Stage teachers to visit the setting prior to children starting, and are keen for children to visit the school.

Children enjoy healthy, nutritious snacks and meals provided by the nursery. Toast and fruit is offered for snack and children enjoy celebrating special occasions with a cake. The nursery has exceptional procedures in place to ensure they meet the needs of children with additional dietary requirements. Water is available to drink throughout the day and

children are encouraged to pour their own drink, gaining independence and learning to meet their own needs. However, at mealtimes children are not able to access drinks during their meals, so opportunities to understand the importance of staying hydrated are not fully explored. Children are starting to understand the importance of keeping safe and know not to run indoors and are able to explain why this is important. Children hold hands and walk sensibly to the toilet area to wash their hands prior to meal times.

Practitioners are good role models and are deployed well. They provide clear guidance for children about what is acceptable behaviour and due to this, children behave very well and are kind and caring towards one and other. Children enjoy dressing-up in the role play area and play together acting out their own imaginary characters. Such role play experiences help the children to develop early friendships and enhance early social skills initiating conversation and cooperation skills.

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

Children are safeguarded and cared for competently by practitioners who have been fully vetted to ensure their suitability. Practitioners are fully aware of their responsibility in protecting the children within their care and have clear policies and procedures in place to support them. All children and their families are warmly welcomed and valued. The setting fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities.

Extensive partnerships with parents and other appropriate professionals enable parents to play a full and active role in their child's learning. Parents' views are sought through discussion, open days, questionnaires and surveys. Information gained is much valued, used and taken into account within self-evaluation procedures.

Strengths and weaknesses have been identified and the management team have detailed plans in place to sustain and further develop the provision for children. The ongoing supervision and appraisal procedures ensure practitioners highlight any concerns, recognise any special achievements and identify future training needs. They can therefore continue to support their future professional development to further enhance the good care and education they provide.

Planning and assessment are monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Individual children with identified needs are targeted to enable appropriate interventions to be put in place. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY387645
Local authority	Durham
Inspection number	821715
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	61
Name of provider	Nursery Group Limited
Date of previous inspection	24/08/2009
Telephone number	01325312050

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

