

Playaway Day Nursery

34 Devonshire Place, HARROGATE, North Yorkshire, HG1 4AD

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| Inspection date | 14/05/2013 |
| Previous inspection date | 23/06/2009 |

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| 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 have a very good knowledge of the Early Years Foundation Stage. They are skilled in using a wide range of different learning strategies to promote children's development.
- Children have many opportunities to play and learn in the highly stimulating outdoor play areas. Children explore the environment with confidence and enthusiasm. They are effectively motivated and use a wide range of resources to support their learning and play.
- Robust systems for observations, planning and assessments are in place. This ensures that a very good range of challenging, age- and stage-appropriate activities are available for the children to support their learning and development.
- Integration of children with special educational needs and/or disabilities is highly effective. Emotionally secure attachments are forged between children and their key person, supporting children to increase their confidence and self-esteem.
- Positive relationships with parents and carers are developed through highly effective induction and the frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There is scope to extend the observation and assessment for tracking children's learning in mathematics.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and children at play in all the playrooms and observed the outdoor areas, and a tour of the premises was completed.
- The inspector held meetings with the owner talked with children, management team and staff, including key persons, at appropriate times throughout the inspection.
- The inspector sampled a range of documentation including staff suitability checks, self-assessment information, children's observation, assessment and planning records, and documentation linking to managing children's progress.
- The inspector looked at management information supporting staff supervision and training completed, and reviewed the procedures for the safety and welfare of the children.
- The inspector took into account the views of parents and carers spoken to on the day and information included in the parent questionnaires.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Playaway Day Nursery was registered in 2006 on the Early Years Register. It is one of three privately owned and managed nurseries and is situated in a Victorian house in the Christchurch area of Harrogate, North Yorkshire. There are enclosed areas available for outdoor play. The nursery serves the local and surrounding areas and is accessible to all children.

The nursery employs 32 members of childcare staff. Of these, all but three hold appropriate early years qualifications at level 3, including two with Early Years Professional Status and four with a level 5 or 6 qualification. A cook and administrator are also employed.

The nursery provides care Monday to Friday all year round from 7am until 6pm. Children attend for a variety of sessions. There are currently 126 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational 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:

- further enhance the observation and assessment of mathematics, and ensure it is consistently used to track children's learning.

Inspection judgements

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

Children make effective progress in their learning relevant to their individual starting points. Parents share comprehensive information prior to their children starting the nursery and provide photos to go in the children's 'chatterbox'. This informs the key person of children's routines, families and interests, supporting them to settle in quickly. This provides a positive and caring approach in developing children's personal, social and emotional needs. Staff observe the children on a regular basis to inform them of what they enjoy and their current interests, and to build on these through their planning. This ensures they start from what a child can do, and provide resources and activities that effectively engage and motivate them. Staff use the information from the children's observations and assessments to identify their next steps to progress. This is monitored by staff to identify any gaps in the children's learning and development. However, there is

scope to extend the observation and assessment for tracking children's learning in mathematics for some children. Parents are actively encouraged to contribute to their children's learning. This is through sharing in their children's assessment and having the opportunity to add their comments, which are valued by the staff.

The quality of teaching is good through the nursery and outstanding in the baby room. The older children, through practical play, experiment and learn about how different things react in water by putting in spoons of rice, oats and pasta. They wait to see what happens and have the opportunity to feel the different textures and how they have changed once they have soaked up the water. This enables children to learn about early science and develop their thinking and vocabulary. The use of the 'chatterbox' with children makes links with home and their families, and encourages them to talk and share information with each other. This extends their listening and communication skills very well. Staff ask pertinent questions and encourage children to link this play with other activities, such as asking what parents do when they go to work. In this way, staff are reinforcing children's knowledge and building on what they already know. The babies and toddlers enjoy looking at their family photographs in their 'chatterbox' and happily include their pets. This is effective in the support of their personal, social and emotional needs, in sharing their 'special people'. Older children enjoy listening to stories being read to them, which helps them to develop a love of books. Throughout these story times, staff give children good opportunities and encouragement to predict what will happen. This promotes children's critical thinking and understanding. Staff are very welcoming and supportive, such as setting up speech and language support for children and seeking other ways to fully include children with special educational needs and/or disabilities. They are proactive in seeking additional support and guidance to close any gaps in children's learning, to help all children achieve their full potential.

All the children go out on a daily basis to play and have fresh air. The older children have free access to their outdoor space, and the addition of a cover enables them to use this all year round. The resources outside are an extension of the inside, covering all the areas of learning very effectively. For example, staff support children to count the crates they are building with. This supports their problem-solving and mathematical skills. Children use the garden where they grow vegetables and flowers in tyres, make dens and play under the growing willow frame. They have many opportunities to balance and climb. The nursery's warm outdoor playsuits allow the younger children to experiment and play in the 'mud kitchen' and have access to their own stimulating outdoor areas. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development of their confidence and growing independence. The completion of the progress check at age two ensures staff have a good knowledge of children's progress. Younger children have a good selection of sensory resources to feel and squeeze and use dry and wet resources to paint and experiment. Older children readily use the materials to make individual artwork that is valued and displayed. The creative areas enable children to learn to use tools safely to make and create models. These provide all the children with valuable experience to explore and use different mediums and materials. Younger children are well prepared for the next stage in their learning as the staff provide very good support for them in the prime areas of learning. This covers their physical skills, communication and language, and their personal, social and emotional needs very

effectively, which enables them to move confidently on to other areas in the nursery and early years settings with confidence.

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

Children settle quickly into the homely and friendly nursery, and this enables them to be confident to access the wide selection of good quality resources and activities. All the children move around their areas freely, making choices in their play as the resources are at their level. This is highly effective in promoting children's independence to follow their interests in what they do. Children readily seek comfort and support from staff due to the close relationships formed and the consistent staff team. Children's behaviour is managed sensitively by staff recognising the children's different needs and how they respond to them. Positive behaviour is recognised and praised as the staff encourage skills, such as sharing and turn taking. Respecting each other and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff are calm and provide reassurance to the children, enabling them to develop a positive sense of belonging from an early age. Support for children moving areas in the nursery are well planned and enable parents and children to feel comfortable with their new key person and surroundings.

Safety is managed very effectively through all areas of the nursery. Children are supported in using the wide range of resources, tools and equipment safely as staff guide them but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do it safely. Children regularly go into the town with staff, which reinforces how they cross the road safely and keep safe. Medication, accidents and incidents are well documented by the staff, and the management team oversee these to ensure the guidance is followed, ensuring parents and carers are kept fully informed.

The nursery provides the children with all meals and snacks. Food is prepared on site by the cook, promoting a very good selection of locally sourced fresh vegetables, fruit, fish and meats. Menus are displayed for parents, and these are seasonal on a three-week cycle to ensure children have a variety of healthy and nutritious foods to try. Older children help to set the tables and serve themselves, such as at snack time and at mealtimes. Babies and toddlers eat in their own rooms, which supports their social interaction at this time. Younger children all have their individual water bottles which they freely access through the day, ensuring they are kept hydrated, and this is monitored by the staff. The children have easy access to antibacterial handwash and use this as part of their hygiene routine throughout the nursery. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy changing and toilet training are linked to children's individual needs, working closely with parents and carers.

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

Safeguarding is good because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff.

This means that children are well protected in the setting. All staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Good systems are in place which enhance the safeguarding practice. For example, policies are discussed at staff meetings, and the recruitment and selection procedures follow robust guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Staff work effectively as a team and there are meetings established, both in the areas they work in and as a full team. Parents are kept well informed about safeguarding procedures through newsletters and the parents' notice boards.

The nursery use ongoing self-evaluation which includes contributions from staff, parents and the children. This is effective in providing information for their action plans for their continuous development of the nursery. For example, they promptly completed the recommendation from the last inspection. Additional supervision and appraisal has been put in place, evaluating staff practice and identifying areas for any further development. There are good opportunities available for parents to share in their children's learning journey record. Planning, assessment and delivery of the educational programmes are monitored, and changes are made to ensure that staff are using these efficiently and effectively. As a result, staff have a very good understanding of the Early Years Foundation Stage to provide effective activities and learning experiences for the children so they make ongoing good progress in all areas of their learning. The management's support for the professional development of staff is highly positive, and there is access to various external training courses and higher qualifications.

The partnership with the parents is excellent. From the first home visits, highly effective relationships are established with the key person. The open-door approach enables parents and carers to talk with their key person and other staff as and when they need to. The parent welcome pack is comprehensive and provides the initial information about the nursery and its provision. Parents spoken to at the inspection were highly complimentary about the nursery and how well their children were making progress in both their learning and developing independence. The daily diaries for the younger children keep parents well informed about their child's day and other care needs. Regular newsletters and the information boards ensure parents are kept up to date about the activities, events and menus. The nursery provides time for parents to enable them to discuss their children's progress. Other social occasions are offered to engage them further in the nursery, such as days out, the Christmas Nativity and activities in the garden. Parent feedback is highly positive, giving praise for what the staff provide for their children and how happy they are to come to nursery.

Staff are very welcoming and supportive, such as setting up speech and language support for children and seeking other ways to fully include children with special educational needs and/or disabilities. Parents can also access the nursery book and resource library, enabling them to choose activities to use at home, or to read together their child's favourite book from nursery. This provides a positive shared approach to children's learning experiences both at home and in the nursery. Parents comment on the positive changes in their children's social skills and in their language development. They enjoy reading their children's assessments and being able to contribute to these. The relationships with other providers, particularly the schools, are good. Information is readily shared, and both staff

in the nursery and school carry out joint visits. The transition to school includes a wealth of information which is shared with the children and parents. This supports a well-planned and positive transition into school. The nursery works with other agencies and professionals to provide an accessible and fully inclusive service for children and parents. The nursery shares their information with other providers of the Early Years Foundation Stage where required, if children attend more than one setting. Partnerships are highly effective in securing continuity of learning for children in this situation. Overall, the nursery provides a good indoor and excellent outdoor curriculum that supports the children's individual learning and development requirements in all areas.

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 action. 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

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| Unique reference number | EY331082 |
| Local authority | North Yorkshire |
| Inspection number | 914198 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 76 |
| Number of children on roll | 126 |
| Name of provider | Funcare Limited |
| Date of previous inspection | 23/06/2009 |
| Telephone number | 01423 566696 |

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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, which are usually the childminder's 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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