

Playdays Nursery

Playdays Nursery, 52-54 Chigwell Road, LONDON, E18 1NN

Inspection date	03/09/2013
Previous inspection date	19/02/2009

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

- Children enjoy a good range of quality experiences indoors and outside, planned by staff. Consequently, they make good progress in all aspects of their learning.
- Staff develop positive and caring relationships with the children and this helps children to feel safe, happy and confident at nursery.
- Staff establish positive and trusting relationships with parents. An effective two-way flow of communication supports children's welfare and learning and development.
- Staff have a good awareness of their responsibility for safeguarding and check that the resources and premises are suitable and safe.

It is not yet outstanding because

- Staff do not always extend opportunities for those children who speak English as an additional language to view and use their home language in the nursery.
- Staff do not fully explore opportunities for older children to develop independence skills.

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 in all rooms and the outside area.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full Report

Information about the setting

Playdays Nursery registered in 2008 and is on the Early Years Register. It is situated in South Woodford in the London Borough of Redbridge. The nursery serves the local area and is accessible to all children. It operates from a purpose built premises and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for three and four year old children and there are 46 children on roll. The nursery supports a number of children who speak English as an additional language. The nursery employs eight members of childcare staff. Of these, one hold appropriate early years qualifications at level 2 and five at level 3 and above.

What the setting needs to do to improve further

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

- develop further opportunities for those children who speak English as an additional language to view and use their home language in the nursery
- develop the independence skills of older children further by giving opportunity for them to serve themselves and pour their own drinks at meal times.

Inspection judgements

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

The nursery provides a good start to children's learning and play experiences. Children of all ages happily enjoy a stimulating programme of activities, which support them in making good progress in relation to their starting points. Rich experiences and resources, which cover all seven areas of learning and development are on offer both indoors and outside.

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying emerging levels of independence and self-confidence. They demonstrate a positive approach to learning, supported by the cheerful interactions of the staff team caring for them. Staff have a good understanding of the Early Years Foundation Stage, which they implement with success. Information gathered by the key person provides a good base for establishing children's starting points

in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff make use of observations to identify individual children's future learning in all required areas of development. Learning journals that include photographs and observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children, including those learning English as an additional language, are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Staff communicate with parents on a daily basis through discussion and effective use of a home-link sheets that supports a two-way flow of information. This approach successfully engages parents in their children's education.

All children, including those learning English as an additional language, successfully develop their spoken language. Staff interact sensitively with the children at their level, asking meaningful open questions to skilfully challenge and extend their learning. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Babies babble and laugh as staff engage their interest in a picture book of farmyard animals. Older children are articulate, confident to interact with visitors to the setting. Using pictures as prompts, they are keen to identify, describe and imitate a range of different animals. Staff move around the playrooms joining in with children's play, talking to them clearly and extending their vocabularies as they describe what they do. For example, younger children learn the terms of 'scooping and tipping' as they play with water outdoors, using a range of tools and containers. Skilful questions by staff extend older children's thinking and they gently guide children to develop their skills. For example, during water play, staff encourage children to estimate how much water they will need to fill a container. Staff promote their mathematical understanding further as they support them to count the number of scoops of water they add.

Children explore, play and learn in a safe and secure environment both indoors and outdoors. Staff organise the playrooms and plan activities to ensure that every child enjoys exciting learning and development experiences that meet their individual needs. However, there is scope to extend opportunities for those children who are learning English as an additional language to view and use their home language in the nursery so that they feel it is valued. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and equipment to support all areas of learning is readily accessible for children to self-select. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, older children settle swiftly to an activity of their choice and confidently seek assistance and reassurance if needed. Babies and toddlers share a warm relationship with their key person and other staff, who are kind and gentle towards them. From an early age, they explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Staff gather good information from parents about their child's care needs and effective settling-in routines help children create strong bonds with staff. As a result, all children form secure emotional attachments to staff, confidently seeking them out for reassurance when needed. These good relationships also help to prepare children for future transfers, for example, from one base room to another within the nursery and, later to school.

Children benefit from a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both table top games and floor activities. Children reach toys with ease, due to the arrangement of low-level cupboards and drawers. Children play freely in the outdoor play area that is well equipped with apparatus to allow for physical activity.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff provide children with nutritious snacks and meals, which include fruit and vegetables that meet individual dietary requirements. However, staff do not fully explore all opportunities to encourage older children to learn independence skills by serving themselves and pouring their own drinks at meal times. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play.

Children's behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example tidying away toys and resources in preparation for lunch. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

The provider has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. Staff keep them informed about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at home. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings or to school for the children.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager has also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. The manager monitors staff performance both informally through working alongside the staff and more formally through annual appraisals. Staff are supported to attend some relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. Evaluation takes account of the views of the manager, staff, the local authority advisor, parents and children. Parents' complete regular questionnaires and monitoring visits from the local authority are used to enhance the service provided and promote further improvement.

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

Unique reference number	EY366005
Local authority	Redbridge
Inspection number	844272
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	46
Name of provider	Midas (South Woodford) Limited
Date of previous inspection	19/02/2009
Telephone number	020 85308688

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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