

# Playdays Nursery

84 Alexandra Road, FARNBOROUGH, Hampshire, GU14 6DD

## Inspection date

Previous inspection date

21/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 work well as a team to provide children with a welcoming, nurturing environment for their care, learning and play. Children settle happily in the nursery.
- Staff are very attentive to children's individual needs. Children are confident and have good self-esteem as a result of the praise and encouragement they receive.
- Children's behaviour is good. They have positive relationships with staff and each other and play well together.
- Management is strong and there is an ongoing review of nursery practice to identify how outcomes can be continually improved for children.

### It is not yet outstanding because

- Children have not had an opportunity to take part in a practice of the nursery's emergency evacuation drill to develop their understanding of safety within the setting.
- Children do not have access to a variety of resources which represent their diverse backgrounds to further their understanding of different cultures.

## 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.

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 children's play both indoors and outside.
- The inspector discussed nursery practice with the manager and staff.
- The inspector took into account the views of parents spoken to at inspection.
- The inspector sampled nursery documentation, including children's development records.
- The inspector viewed all rooms in the nursery.

## Inspector

Cathy Hill

## Full report

### Information about the setting

Playdays Nursery registered in 2013 and is independently owned. The nursery operates from a detached house in Farnborough, Hampshire. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates between 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year. Children are grouped in rooms according to their age. There are four base rooms, a sensory room and separate dining room. Children have access to an enclosed garden area.

There are currently six members of staff. The manager and four of her staff are qualified to level 3. There are currently 17 children on roll in the early years age range. The nursery receives funding for the provision of free early years education to children aged two, three and four. The nursery supports children who have English as an additional language and those who have 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:

- increase children's understanding of safety by involving them in periodic practices of the emergency evacuation drill
  
- provide children with books and resources which represent their diverse backgrounds to help them understand different cultures.

### Inspection judgements

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

Children are happy and motivated, and make good progress with their learning, within the stimulating, supportive nursery environment. They enjoy themselves as they learn through play, exploring resources and activities that interest them. Staff find out about children's starting points through initial discussions with parents when children start and record information on a Key Person Starting Point Tool sheet. They use this information to plan for children's future development. Staff maintain development records for all children in which they keep observational evidence of children's achievements together with a sheet tracking children's progress in all areas. The tracking sheet provides staff with a clear assessment of any gaps in children's development. The nursery plan to use information in children's development records to support staff in completing the required written progress check on two-year-old children. Daily discussions with parents and information shared in children's communication books help keep parents involved with their child's learning.

Staff recognise that children learn best when activities are based on their interests. They observe what children like, and like to do, and sensitively support new children to settle by putting out resources they enjoy. Children are active learners and they spend their time in purposeful play. They show an interest in technology as they sit at the computer and press the keyboard to make a row of letters. Children are independent and choose what they play with. They sit themselves comfortably at a table to practise their writing and drawing skills. Staff praise and encourage children, which instils them with the confidence to persist at activities. Children have good opportunities for free creative expression. They use their imagination well to make collage pictures by cutting and sticking different shapes on paper. Children have fun with role play as they use dressing-up clothes to change their appearance. For example, they put on a headband with rabbit ears and then look at themselves in a mirror to see what they look like and how the ears move as they move their head. Staff are very kind and caring and take a genuine interest in all children. They effectively support children's learning by asking them questions to make them think and by challenging them to progress their skills. For example, children show good coordination skills as they build a tower with construction blocks. Staff observe the activity and challenge children to build the tower taller, making good use of the opportunity to introduce comparative language into the activity.

Children's communication skills are developing well. Older children confidently talk to staff and younger children make themselves understood using both gestures and sounds. For example, young children sit and look at books with staff. They point to the pictures and then look to staff to name the objects. Children then repeat words to familiarise themselves with the sounds, taking ownership of their learning. Staff support children with English as an additional language by obtaining key words in children's home languages and working with parents to meet children's individual needs. A display of 'welcome' words in different languages helps develop all children's awareness of diversity. Staff plan activities to support children in learning about people and different communities. Resources, however, are not currently available which represent the diverse backgrounds of all children attending to enhance their learning about their own and other cultures.

Younger children demonstrate good coordination as they complete inset puzzles. They concentrate well as they solve the problem of how to fit shapes into the puzzle by rotating the puzzle piece until it fits. They show an understanding of the natural world as they correctly name animals they see on the puzzle. Older children play with number and alphabet puzzles and are keen to share their knowledge, for example, by naming numbers in the puzzle and linking letter shapes to words with the same initial letter sound.

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

Staff work closely with parents to ensure settling-in procedures successfully help new children adapt to nursery life. Settling-in sessions are flexible to take account of children's different individual needs. Staff greet children warmly as they arrive, which makes them feel welcome. Staff treat all children with respect and value their efforts. For example, they display children's artwork, such as their winter and pasta pictures, which helps

develop children's sense of belonging in the nursery. All children use the dining room at the same time. This helps younger children become familiar with some of the older children they will meet when they are ready to move up from their current room. Staff effectively support children in developing their skills in readiness for moving onto school. They encourage children to practise dressing themselves and to put on their coats for outdoor play. At mealtimes children confidently use age appropriate cutlery to feed themselves. Children have very positive relationships with staff and each other. Their behaviour is very good and they demonstrate good manners, for example, as they politely ask for resources. Children amicably share toys, invite others to play with them and, when getting ready for lunch, stand patiently by the door and state, 'I'm waiting for my friends'. The nursery has a range of good quality resources which support children's development. Resources are labelled and accessible to children at their level.

Nursery policies and procedures are effective in promoting children's understanding of a healthy lifestyle. Staff maintain the nursery to a high standard of cleanliness. Children follow routine hygiene procedures as they wash their hands before meals and they have individual flannels to wipe their hands and face after lunch. Children have good appetites and enjoy a variety of healthy meals and snacks. They thoroughly enjoy playing outside in the fresh air where they run around and practise throwing balls. Indoors, children use the soft play in the sensory room to support their physical development. Children relax as they play, demonstrating that they feel safe in the nursery environment. They show they have trusting relationships with staff, for example, as they readily turn to them to proudly share their drawing of a bird. Children handle tools, such as scissors, carefully and show an awareness of safety as they hold on tightly to the handles on a large bouncy ball, which they sit and balance on to enthusiastically bounce round the room. Staff develop children's understanding of safety through discussion, for example, explaining why outdoor decking cannot be used when wet because it becomes slippery. However, children have not yet had an opportunity to take part in a practice of the nursery's emergency evacuation procedure to further develop their understanding of how to keep themselves safe.

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

The leadership and management of the nursery is good. The management have a clear understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Staff are effectively deployed during sessions to support children and they work well as a team to ensure sessions run smoothly. Recruitment procedures include the vetting of all staff to ensure they are suitable to work with children. Staff practice is monitored through ongoing supervision meetings and annual appraisals, and management fully support staff's ongoing professional development. The nursery has a detailed safeguarding policy and staff understand the procedures to follow should they have concerns about children's welfare. Staff carry out daily safety checks of the premises and records are kept of risk assessments. The premises are kept secure and close circuit television cameras are used to monitor the nursery. Staff supervise children well to make sure they play safely. They understand how to support children's learning and development and the manager monitors children's learning records to ensure they are up

to date, with planning in place to meet children's individual needs.

The nursery has good partnerships with parents and others involved in children's care and education. Children benefit from these positive links to promote a joined-up approach to meeting their needs. The nursery provides parents with initial information about nursery practice in a 'parent pack' and keeps them up to date through discussion and newsletters. Parents find staff approachable and state that the nursery is 'absolutely perfect'. The manager of the nursery provides a strong lead and there is an ongoing evaluation of practice and desire for continual improvement. The nursery has only been in operation a short while and policies and procedures are subject to improvement and adaptation to meet the needs of the growing numbers of children attending. Management have plans for future development, for example, to further develop the outdoor resources to enhance children's learning opportunities in this area.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY463399
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	926284
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	17
<b>Name of provider</b>	MIDAS (FARNBOROUGH) LIMITED
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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, 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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