

Playdays Nursery

22-30 Keeley Road, Croydon, CR0 1TE

Inspection date

18/02/2014

Previous inspection date

20/11/2012

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

- Children benefit from a welcoming, inclusive setting. They have access to a varied range of good quality resources and play materials.
- Children take part in a wide variety of interesting activities and experiences that support their good progress in their learning and development.
- Staff work closely with parents and keep them well informed.
- Staff are committed to continually developing the provision and take effective steps to address any areas for improvement.

It is not yet outstanding because

- Staff do not make full use of opportunities to help children learn to keep themselves safe.
- Snack times in the toddler room are not always well organised, meaning that children's play is sometimes unnecessarily interrupted.

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 children taking part in indoor and outdoor activities, and during meal times and care routines.
- The inspector had discussions with the manager, assistant manager and staff.
- The inspector sampled records including complaints and accident records, children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

Playdays Nursery registered in 2011 and is privately owned. The nursery operates from the ground floor of converted premises in central Croydon and the facilities are all on one level. There are three group rooms for children and an enclosed area for outdoor play.

The nursery is registered on the Early Years Register. It is open each weekday from 8 am to 6 pm for 51 weeks a year, with additional sessions available from 7 am to 8 am and 6 pm to 7 pm if required. There are currently 76 children in the early years age range on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years old. It supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

There are 13 members of staff who work with the children, including the manager. The manager has a relevant level 4 qualification. Ten members of staff have relevant level 3 childcare qualifications and two staff are working towards qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children to learn about risks and how to keep themselves safe, by providing clear explanations for any unwanted behaviour
- review the organisation of snack time in the toddler room so that children's play is not unnecessarily interrupted and they do not have to wait for long periods.

Inspection judgements

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

Staff gather detailed information about each child's background, starting points and needs before they start. For instance, they ask parents to fill out 'all about me' forms and they talk to them to gather as much information as possible during visits to settle children in. This means they get to know children well and can provide any support they need. Staff make regular observations of children's achievements and use these effectively to plan activities that build on children's knowledge and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff talk to parents to give feedback every day and parents are invited to regular meeting to discuss children's progress. Staff agree children's next steps and targets with parents and offer them suggestions for activities to continue at home. This ensures parents are effectively involved in their child's learning.

Staff plan and provide a varied range of interesting activities for children based on their age and needs. They help children develop a range of useful skills that prepare them well for the next stage of learning and for school. Staff support children's early language and communication skills effectively when they sing rhymes and songs with babies, talk to children as they play and encourage conversations. They successfully engage children's interest in books by providing calm, comfortable areas in each of the playrooms, where children can relax and share stories. Staff support children who are learning English as an additional language appropriately. They find out key words from home and incorporate their home language into the nursery through signs and labels around the room, and through books and stories.

Staff support older children's understanding of number well during singing sessions. Children hold up their fingers to represent 'five fat sausages' and staff count with them to work out how many are left when one goes 'bang'. Children have great fun getting messy outdoors with shaving foam and staff allow them time and space to explore it for themselves. Staff encourage toddlers to use their imaginations as they create pictures with materials and glitter, and give them praise for the finished results. They make good use of opportunities to develop children's understanding of the world, encouraging a discussion about the uses of stethoscopes when children pretend to be doctors in the home corner. Overall, children benefit from a balanced routine and are well stimulated throughout the day. However, toddlers' play is sometimes unnecessarily interrupted at snack time and they have to wait a little too long for their turn at the snack table. This results in some children becoming bored and upset.

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

Children settle quickly in the nursery and make good relationships with staff and each other. Young children form strong bonds with their consistent carers. Staff are careful to follow babies' familiar home routines for feeding and sleeping when they start, which helps them feel secure. Staff have a warm, caring approach and are sensitive to children's individual needs, adapting care where necessary, for instance if a child prefers to sleep in a particular way. This effectively supports children's emotional and physical well-being. Staff provide consistent support and guidance that helps children behave well. They remind children to share and take turns, and encourage them to be kind to each other. Children quickly become familiar with routines such as lining up to go outside or sitting quietly on the carpet for a story.

The nursery is bright and welcoming. A wide range of age-appropriate resources are available, according to children's age and needs. Children grow in confidence and independence as they select a variety of easily accessible play materials. Staff are vigilant in promoting children's safety. They make daily checks of the nursery and garden to ensure children can play safely. Staff supervise children closely at all times; for instance they make sure that enough staff are present when children are in the garden or the sensory room. They take appropriate action when children have accidents. In addition, they use accident records as part of their risk assessment process, to identify any areas

where they can further reduce risks. Children take part in regular fire drills so that everyone knows what to do in an emergency. However, staff do not always make the best use of opportunities to help children learn about risks and how to keep themselves safe. This is because they do not always give children clear explanations about why some behaviour may be dangerous, such as putting things in their mouth or throwing wood shavings.

Children's good health is promoted well. Staff follow careful procedures for changing nappies, such as wearing aprons and gloves, which help minimise the risk of cross-contamination. They encourage children's understanding of good hygiene practices when they also provide them with aprons and gloves so they can change their dolls' nappies as well. Children learn to manage their own personal needs when they wash their hands before they eat. They benefit from well-balanced, nutritious meals and snacks. Pre-school children help themselves to fruit from the bowl whenever they want to throughout the day. Toddlers and pre-school children grow in independence as they serve their own lunch using big spoons and older children pour their own drinks when they are thirsty. Children play outside every day as part of a healthy lifestyle. They have fun practising their physical skills as they pedal bikes, run around or balance across an obstacle course of giant bricks.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that staff are appropriately qualified and suitable to work with children. All staff attend child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place that supports the smooth day-to-day running of the nursery. The manager and assistant manager monitor staff performance closely through peer observations, supervision, appraisals and staff meetings. Staff attend local training courses to further develop and extend their skills. This ensures that the staff group is well trained and supported.

Staff show a good understanding of the learning and development requirements. They monitor children's progress effectively through observation and assessment. They adapt activities where needed to ensure all children can take part, for instance taking into account the needs of children who have special educational needs and/or disabilities. The management team is committed to continuous development. All staff are involved in developing monthly development plans that are displayed for parents, so they can see the areas that staff intend to improve. Staff take effective steps to address any areas they identify for improvement. For instance, recent changes include reorganising the baby room to accommodate the needs of younger babies, creating a larger messy area in the toddler room so that more children can join in at one time, and setting up a new computer area for the pre-school. These improvements mean children continue to benefit from new and varied challenges that support their learning well.

Staff work closely with parents and welcome them into the nursery. Parents have access to a comprehensive range of policies and procedures, as well as regular updates through

newsletters and the notice boards. Staff make sure they include all families by providing information in other languages where appropriate. Parents particularly value the individual approach of staff and feel staff work together with them to meet their child's needs. They are pleased with the progress their children make. Staff also work closely in partnership with other professionals and agencies where necessary, for example if children have additional needs. This ensures children experience a consistent approach to their learning and care.

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

Unique reference number	EY418221
Local authority	Croydon
Inspection number	951525
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	73
Name of provider	Keeley Nursery Limited
Date of previous inspection	20/11/2012
Telephone number	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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