

Playways Day Nursery

2 Amherst Road, Ealing, London, W13 8ND

Inspection date

02/04/2014

Previous inspection date

30/09/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The key-person system helps children to form secure attachments and this promotes their well-being in the nursery setting.
- The staff establish good relationships with parents, keeping them informed about their child's progress and welcoming their comments.
- Staff have a sound understanding of safeguarding children and the procedures to follow if they were concerned about a child.

It is not yet good because

- The staff lack knowledge of how to use positive behaviour management strategies to deal with unwanted behaviours.
- Although staff are supervised this is done informally and does not provide effective monitoring of staff performance.
- Observations on children are completed regularly; however, staff do not then keep accurate and up-to-date assessments to support children's future progress.
- Group activities are not always well organised and do not always enable all children to fully participate.

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

Inspection activities

- The inspector spent the majority of inspection time observing the children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the registered provider/manager throughout the visit. Safeguarding was discussed.
- The inspector discussed the nursery with a sample of parents.
- The inspector and registered provider/manager completed a short joint observation in the garden.

Inspector

Jennifer Devine

Full report

Information about the setting

Playways Day Nursery registered in 1998. The nursery is privately owned and is situated in a detached house in a residential area of Ealing, in the London Borough of Ealing. Children have access to two playrooms and a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6.30pm, for 51 weeks of the year, except bank holidays. There are currently 32 children in the early years on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs ten staff, all of whom either hold, or are working towards relevant childcare qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff's understanding of appropriate positive behaviour management strategies they can use to deal with different types of behaviour
- improve the arrangements for the supervision of staff, to strengthen team working, identify and address any training needs and promote continuous improvement
- improve the observation and assessment methods so that staff can accurately observe and assess children to understand their level of achievement and then plan challenging learning experiences for each child across all areas of learning

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

- enhance children's personal, social and emotional development by ensuring group times are planned to consider the numbers of children in order to help them concentrate and participate by limiting noise

Inspection judgements

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

Staff have a satisfactory understanding of the learning and development requirements as set out in the Statutory framework for the Early Years Foundation Stage. They use their knowledge to plan a suitable range of experiences for the children. Staff know children

well due to the small size of the nursery. Staff are aware of observing children's learning and complete many observations which are complemented with photographs. However, there are weaknesses in the assessment methods used as these are not up-to-date and lack information about the children's next steps of learning. Therefore, planning is not fully effective in meeting children's individual learning needs or interests.

The playrooms are equipped with an adequate range of resources which are stored in low level units. The nursery ethos is not to set up the playrooms in the morning but allow children to make choices and self select their toys. Children arrive, and after saying goodbye to their parent or carer explore the environment and settle down with their choice of play. Overall, staff support children's play well. They sit close by to talk about what children are doing and share ideas to further support their experiences. A group of children enjoy a game of dominoes together and learn number concepts as they look and match the numbers. The staff also incorporate other areas of learning into this game by closely looking at and talking about the pictures on the cards. This promotes children's development of speaking and listening. Children have free access to the outdoor environment for part of the day and they thoroughly enjoy being outdoors. The garden is suitably resourced and children can investigate and explore the natural environment. All children have access to the whole of the garden and this enables babies and older children to mix together. This is particularly beneficial to some children who look forward to playing outside together. Children enjoy using the large wooden bricks outdoors, creating a walk way of walking up the planks of wood and making steps to walk down. Children enjoy playing on the swings, which are enclosed to prevent children walking into the path as children swing. This enables children to safely develop their physical skills and confidence.

Children in the baby room enjoy exploring their environment and have many opportunities to practice their early physical skills as they crawl or walk around the room or garden investigating the many resources. Babies have great fun as they explore the different sounds of the musical instruments and various natural wooden resources. Staff are sensitive to children's needs, for example, quickly identifying when young babies need to have a sleep.

Children who learn English as an additional language are supported satisfactorily. Staff learn about children's home languages, obtaining some key words to help children's communication. Although there are currently no children with special educational needs and/or disabilities, the nursery has a suitable system in place to offer support. Parents have regular opportunities to talk to the staff to discuss their children's achievements and progress.

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

The key-person system is embedded into the staff practice and results in good relationships being established with parents from early on and supporting children to settle quickly. The nursery staff also offer home visits prior to children starting and this offers extra support to deepen these partnerships. As a result, this enables children to develop close relationships with their key person to receive lots of reassurance in their

early days. Most children arrive happily to nursery and confidently wave goodbye to their parents or carers.

Overall, staff are kind and caring to the children. Children are beginning to build some positive friendships as they play and learn to take turns and share. At times, some of the group activities are too large, such as story times. This means that children do not listen well and become fidgety. During these times and occasionally when in the garden some staff use negative language such as telling children 'no' rather than using positive reinforcement. This shows staff's lack of understanding of children's developmental needs and does not help children to learn how to behave appropriately.

Children's specific health, dietary needs and allergies are recorded and known by staff. Children learn about healthy lifestyles and follow good hygiene practices when washing and drying their hands before snack or after toileting. Children are provided with a healthy and nutritious cooked meal during the day. Snacks and drinks are also served during the day.

Children's safety and well-being is given high priority as they play in a safe and secure environment. Staff conduct daily checks on the premises and suitable risk assessments procedures are in place to identify any hazards in the environment. Staff are vigilant and supervise the children well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. The nursery has suitable security systems in place; parents are issued with a key fob to open the door and any visitors need to ring the doorbell and show their identification before entering the premises.

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

This inspection took place following a concern about staff interaction, how they manage children's behaviour and how they supervise children when using the outdoor area. In addition, concerns were raised regarding renovations of the property causing rodents to nest in the outdoor area. At the inspection evidence was found that staff do occasionally use negative words for dealing with unwanted behaviours. This shows staff lack knowledge of using positive behaviour management strategies. As a result of these findings, the provider is required to take further action as she is not meeting the safeguarding and welfare requirements relating to behaviour management. Evidence was found that staff supervise children adequately and the registered provider confirmed that the nursery has recently undergone redecoration which was completed at the weekends. No evidence was found that rodents were present in the garden.

The provider/manager and staff team understand most of the safeguarding and welfare requirements as set out in the Statutory framework for the Early Years Foundation Stage. Suitable recruitment and vetting procedures are in place to check the suitability of all adults employed by the nursery. The provider/manager is aware of ensuring staff have the relevant childcare qualifications and that the deployment of staff support the required

ratios in the play rooms. In addition, staff know and understand their responsibilities for safeguarding and most staff have received online safeguarding training. As a result they keep children safe. Four staff have a first aid qualification, which means that they are able to respond to children in the event of any accident occurring.

The registered provider/manager has a sound understanding of her responsibilities in meeting the learning and development requirements as set out in the Statutory framework for the Early Years Foundation Stage. Complaints are recorded and suitable procedures followed to address these. She takes some steps to monitor the nursery and recognises the importance of reflecting on current practices and making changes. For example, she has addressed staff's interaction when in the garden to ensure they provide good support as children play. However, there is less frequent monitoring undertaken by the manager to ensure that the assessments on children's progress are up to date. There is an informal system in place for performance management to monitor staff and provide support for their professional development. However, this system is ineffective and lacks rigour to firmly address staff weaknesses in how to support children's behaviour positively. Most staff hold relevant childcare qualifications and one member of staff is on a training course. All staff have satisfactory opportunities for further training with the local authority. This demonstrates the staff team are willing to develop their practice and make ongoing improvements.

Relationships with parents are warm and welcoming and a regular exchange takes place verbally at the beginning and end of the session. Overall, parents are provided with a range of information to ensure they are informed about how the provision operates and they are kept informed about their child's progress, achievements and daily experiences. Comments from parents indicate they are very happy with the service provided. The nursery has built up relationships with most of the local schools and other professionals, which supports children's continuity of care and transitions soundly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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

Unique reference number	118126
Local authority	Ealing
Inspection number	959038
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	32
Name of provider	Playways Limited
Date of previous inspection	30/09/2011
Telephone number	0208 998 2723

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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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