

Playdays

27-29 Denman Drive, Newsham Park, LIVERPOOL, Merseyside, L6 7UF

Inspection date	28/05/2014
Previous inspection date	05/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There are frequently insufficient staff on duty to meet the ratio requirements of the Early Years Foundation Stage. As a result, staff are not effectively deployed to ensure children's well-being is assured. Staff are not inducted into the setting or coached to improve their practice to effectively safeguard children and support their learning and emotional well-being.
- The assessment of children's progress is not effective because parents are not asked what their children can do when they enrol, and staff do not plan appropriate next steps to help them make progress. Managers do not identify the gaps in learning for specific groups of children in order to plan for improvements.
- Children who have English as an additional language do not have the opportunities to use their home language in play and learning. Staff do not always model appropriate language. As a result, children's language development is not effectively supported.
- Children are not effectively prepared to start school as they have few opportunities to practise independence and links with their other settings not developed.
- The responsibilities of the management team are not clear enough to allow for prompt action to improve practice which also results in poor record keeping.

It has the following strengths

- Parents are happy with their children's care and say the nursery is a home from home.

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 care practices in the playrooms. She conducted joint observations with the deputy manager, looking at the practice of staff.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, staff rotas and attendance registers, as well as information used to assess the suitability and qualifications of staff.
- The inspector spoke to children and staff throughout the day and to parents and carers when they came to collect children.
- The inspector examined a sample of organisational and health and safety documentation and held a meeting with the deputy manager.

Inspector

Valerie Aspinall

Full report

Information about the setting

Playdays was registered in 1998 and is on the Early Years Register. It is situated in the Newsham Park area of Liverpool, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that the adult to child ratio requirements are met at all times
- ensure that at least one member of staff with an appropriate level 3 qualification is on duty at all times and that staff are deployed effectively to meet legal requirements
- ensure that gaps identified in children's learning are addressed by; gathering information from parents about what their children can already do on entry and planning appropriate next steps so that they are supported in making the best possible progress in all seven areas of the curriculum
- provide opportunities for children who have English as an additional language to develop and use their home language in play and learning to further support their developing speech and unique culture
- establish effective methods of supervising and coaching staff to ensure they can appropriately meet the needs of all children; specifically address the quality of teaching during child-led activities, the language staff use and their understanding of how to support children's emotional needs
- establish links with the other settings children attend so that information about children can be shared in order to provide a coordinated approach to their learning and development
- ensure that the name, address and telephone number for each person working in the nursery is documented and accessible at all times
- ensure that staff complete a thorough induction process that includes checking they fully understand the safeguarding policy and procedures.

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

- review the progress children make in all areas of learning and use the information gathered to develop an action plan that demonstrates how improvements will have a positive impact on children's learning and development
- review the roles and responsibilities of the management team to allow those in charge to adapt routines and direct staff in a timely manner, so that improvements can be made more swiftly

- increase the opportunities for children to develop age-appropriate independence.

Inspection judgements

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

The quality of teaching within the nursery is too weak to adequately promote children's learning. Apart from planned television or story time, children initiate their own play throughout the day. Due to poor deployment of staff, insufficient staff are directly available to children to support their learning through play. Consequently, very little teaching is observed, as staff supervise, rather than engage with children. On a small number of occasions, staff show children how to play through demonstration. For example, staff build a tower of blocks and count each block as they build and show children how to roll a ball to each other along the floor. In the pre-school room children enjoy story time and excitedly join in by shouting responses to the questions they are asked. They recall a familiar story and learn about size when staff talk about a small, medium and large bowl. However, generally, children are not encouraged to think or problem solve as staff do not ask open-ended questions. While children enjoy singing nursery rhymes during story time, their developing speech is not promoted effectively as staff do not always model appropriate language. Consequently, children are not making good progress in their learning.

Staff keep a learning journal for each child and make short written observations in order to track children's development towards the early learning goals. However, some children have large gaps in their observations over a period of months, when no next steps are planned for them and next steps are not always developmentally appropriate. Children who speak English as an additional language are not well supported, as some staff do not know the languages they speak. They do not attempt to learn simple greetings or numbers in their home language and so children's developing language is hindered and their unique culture is overlooked. As a result, the gaps in children's progress are not being adequately planned for and any learning is accidental and ad hoc, rather than as a result of purposefully planned adult-led activities. This means that children are not being effectively supported to make the transition to school at the appropriate time. In addition, when children also attend other settings, there are no links developed in order to share information about their learning. Consequently, there is no coordinated approach to ensure children are making steady progress.

Parents are invited to meet their child's key person twice a year to discuss their progress and children under the age of one have a daily diary, which contains photographs of the activities they have enjoyed. However, parents are not asked to contribute to an assessment of their child's development on entry to the nursery. Consequently, there are no starting points in place from which, staff can begin to plan for each child's individual learning. Staff do chat informally to parents every day and pass on any significant information, which includes any new milestones they have met, such as saying new

words. They also share familiar stories with parents and ask them to read them to their child at home. This helps parents to share in children's learning at home. As a result, parents feel their children are making progress at the nursery.

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

Staff in the nursery are friendly and approachable. They welcome new children into the nursery and help them to settle by offering short flexible visits during which, they discuss with parents their child's routine, likes and dislikes. This helps them to get to know children before they start and begins the process of attachment to the child's key person. In addition, when children are ready to move rooms, they have lots of short visits first, to help them get to know their new key person. However, because staff are not deployed effectively and there are frequent occasions when there are not enough staff on duty to meet the requirements of the Early Years Foundation Stage, children's emotional needs are not always well met. While staff are not unkind, they frequently say 'stop crying' to babies and toddlers without offering physical contact, such as a cuddle, to reassure them and help them to settle. However, staff help pre-school children to become emotionally ready for the move to school, by reading them stories about school and explaining they will be wearing a uniform.

Children enjoy free play for most of the day. They are able to independently choose from a range of adequate resources. Babies have access to simple cause and effect toys, which staff demonstrate by showing them how to push the buttons. Toddlers express their natural curiosity when visitors show them a laptop computer; they excitedly press the keyboard and enjoy looking at the letters on the screen. Pre-school children enjoy choosing from table top games, watching television and sitting together in the cosy corner to read a book. Behaviour is generally good, children respond positively to staff who ask them to sit down during story time so that all children can see the pictures in the book. Children play cooperatively together and gentle reminders from staff, such as not to push each other, help children begin to learn how to play safely.

Children's health is adequately promoted through regular routines, such as hand washing before meals and snacks and regular play outdoors. Wet weather clothing allows pre-school children to play out in all weathers and they enjoy listening to the sound the rain makes. Drinking water is available to ensure children do not get thirsty and suitably nutritious meals and snacks are offered. However, staff miss opportunities to teach children age-appropriate self-help skills during meal and snack times. For example, children are not encouraged to pour their own drinks, or to spread jam on their pancakes. In addition, meals are portioned and served by staff and so children cannot make a choice about what or how much they want to eat. As a result, children are not learning to become independent in preparation for starting school.

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

There are several breaches of the legal requirements of the Early Years Foundation Stage. There are frequent occasions when there is insufficient staff on duty to meet the required

adult to child ratio. In addition, children are put at risk because staff are not deployed effectively to meet their emotional or learning and development needs. The deputy manager, who is in charge for most of the week, tries hard to deploy staff appropriately. However, while being a key person, she also cooks the meals, covers staff lunch breaks and spends time with visitors and in discussion with parents. Consequently, staff spend much of the day looking after more children than the requirements allow. In addition, on occasion staff with a level 2 qualification opens up the nursery with unqualified assistants and are working alone without a level 3 member of staff. The recruitment process is adequate; staff suitability is checked through the Disclosure and Barring Service and an interview process. However, the induction process and performance management arrangements are not robust enough to ensure all staff have a good understanding of safeguarding procedures, or are being supported to become effective teachers. In addition, records are not always maintained appropriately and as a result, required staff details are not recorded for every member of staff present. However, staff are able to identify the potential signs of abuse and while some are unsure of the referral process, they can find the information they need in the written safeguarding policy. Other aspects of keeping children safe are appropriate. The environment is checked daily to ensure there are no physical hazards present, accidents and medicines are recorded and the identity of visitors is checked.

Systems to monitor the effectiveness of children's learning and development are weak. While children's development has begun to be tracked, no data is collected to evaluate how individual children or groups of children are progressing across the seven areas of learning. The manager does not audit the quality of the observations staff make, or the next steps they record. Consequently, there are long gaps between observations for some children and the next steps are not always appropriate. As a result, children's progress and readiness for school is not good enough. Some staff have accessed local authority training and have tried hard to implement positive changes, as a result. For example, training on the importance of outdoor play has resulted in improvements to the garden. This now has a more natural feel, with log seating and more open-ended resources. However, the generally poor quality of teaching is not being addressed through supervision or appraisal and there are very few adult-led activities planned for individual or groups of children. As a result, the gaps in children's learning are not closing fast enough for them to make steady progress in all areas of learning.

The deputy manager is aware of the weaknesses in the nursery; consequently, there is capacity to make improvements. However, her responsibilities are such that she has too little time to address the areas of weakness and some are outside of her role. Parents have been asked to complete questionnaires and their views have been considered. For example, the menu is being revised after suggestions from parents. Staff have also shared familiar books and stories with parents and encouraged them to read to their children at home and record their response. This has helped parents to be included in their child's learning. Regular emails keep parents informed about nursery life. Relationships with one local school have been developed and health professionals are consulted when children require additional support. However, the process to support children's transition to school requires improvement and there are no links with the other settings children attend.

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	322394
Local authority	Liverpool
Inspection number	819192
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	29
Number of children on roll	42
Name of provider	Susan Herrity
Date of previous inspection	05/01/2011
Telephone number	0151 260 4600

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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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