

Play-A-Way Day Nursery

Oddfellows Hall, 2A Vicarage Road, Gillingham, ME7 5HZ

Inspection date

Previous inspection date

04/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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	2
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 staff have a good understanding of how to keep children safe and provide a warm and welcoming environment for them.
- Staff work well in partnerships with parents, which enables them to support children's well-being.
- Children are confident and settled in the nursery, and have developed close relationships with their key person.

It is not yet good because

- The staff do not always provide a variety of enjoyable and challenging activities and experiences, which meet the learning needs of all children.
- The monitoring of staff practice is not fully effective in ensuring that there is consistent high quality teaching, with a balance of adult-led and child-initiated activities which fully support all children's play and learning.

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 undertook joint observations with the managers.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector observed staff and spoke to them at appropriate times throughout the inspection.
- The inspector spoke to parents about their views on the service that they receive.
- The inspector walked to the playing field with the staff and children and observed outdoor play.

Inspector
Sara Garrity

Full report

Information about the setting

Play-A-Way Day Nursery originally registered in 1996. It re-registered in 2013 as a partnership. It is one of two settings owned by Play-A-Way Partnership. This nursery operates from a hall in Gillingham, Kent. Children have access to a secured outside play space. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open from 7.30am to 6pm each weekday for 51 weeks of the year. They also provide a breakfast club and after school club for children aged up to 11 years. There are currently 85 children aged from two to under five years on roll. The children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. They support children who have special educational needs and/or disabilities, and also support a number of children who speak English as an additional language.

The nursery employs 14 staff members. The managers hold BA in Early Years and three staff have achieved Early Years Professional Status. Most other staff hold a National Vocational Qualification at level 3 or above. Other staff are undertaking training to obtain a qualification. The nursery receives support from the local authority advisory teacher.

What the setting needs to do to improve further

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

- improve the delivery of the learning and development requirements so that children receive enjoying and challenging experiences across all areas of learning and consistent levels of high quality teaching.

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

- strengthen arrangements to monitor, train and develop staff practice to further improve the quality of teaching
- engage all children in their play and learning with a suitable balance of adult-led and child-initiated activities, especially in the toddler room.

Inspection judgements

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

Staff enable children to choose their own activities from a range of resources set out for them. They arrange the room to allow the children to move freely between activities and low-level shelving enables children to access the resources independently. The staff carry out regular observations on the children and use these to inform planning. They take into account the children's interests and next stage of development when planning activities. However, not all activities are appropriate to meet the needs of all children. Some staff do not demonstrate they have a good understanding of how to adapt activities and use appropriate questioning to further extend the children's interest. Consequently, good quality teaching and learning experiences are not provided for all children. Staff do not always deliver the right balance of adult-led and child-initiated experiences, especially for the younger children. This means that the children are not always interested or fully engaged in the activity as it is not at the right level for their development. For example, all children aged three and four years sit together to learn about letter sounds. Afterwards, they have to sit and listen to a story. Sitting for long periods is not suited to all the children's stage of development and, therefore, younger children become restless and disturb the story for those who want to listen to it. Rather than allow the children to move on to another activity, staff try to keep them sitting down by playing 'Simon says' and then singing songs. This means children are not engaged and activities are not always developmentally appropriate.

The children are excited to come into nursery and find their friends. They chatter away eagerly explaining to friends and staff what they are making and how it works. The children also support friends who are less confident to come in and play, asking them if they would like to join in and make a spaceship with them. This demonstrates that the children are beginning to take into account the needs of others. Staff provide the children with a variety of books in the book area. Children enjoy looking at the books independently as well as having their favourite story read to them by staff. The children join in song time and staff help them to sound out their names, which promotes their language and literacy development. The staff support the children to explore their senses as they investigate the shaving foam, using their hands to make patterns. The older children are intrigued by the hidden items in the sand and shredded paper. Some staff follow the children's lead and introduce additional resources, using magnifying glasses to look at the grains of sand. They develop mathematical skills as they learn about measures and weights, looking at who is the tallest and smallest in the nursery. The staff help the children to develop their understanding of the world as they grow plants and learn about their own and other cultures. The children enjoy celebrating different festivals and looking at where they live on the large map. Staff manage the daily routines to enable children to have social interactions and to teach them to behave well. Overall, children enjoy the freedom of play and all children show that they are making satisfactory progress.

Staff have developed positive relationship with parents and use their knowledge to help settle their key children. Staff complete learning journeys about the children, which they regularly share with parents. Parents are aware of the educational programmes and appreciate the information they receive about their child's progress.

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

The nursery has developed a good key-person system, which supports the children to develop positive relationships. Key persons engage well with parents to find out essential information about the individual children. All children are allocated a key person prior to them starting at the nursery. Children appear content and confident in their surroundings, which helps them settle well and separate from their parents. The good relationships staff have with the children have a positive impact on the children's behaviour. Staff encourage the children to take turns and be kind to their friends; this helps all children to develop their self-esteem while in nursery. The children are eager to help staff and learn to look after their environment as they tidy away resources at the end of the session. Staff support the children by giving them small tasks to undertake, for example 'Can you find the box for the dinosaurs?' Therefore, children are becoming attentive and listening to instructions.

Staff regularly check children to see if they need the toilet and work with parents to follow consistent care routines. Staff support those children who are potty training. Older children develop their independence by taking themselves to the toilet and washing their hands. Staff follow hygienic nappy changing procedures and use this time to talk with the children and encourage them to develop their independence by helping to dress themselves.

The staff offer children a variety of healthy foods at snack time, which include fruit, salad, vegetables and cheese. Staff are aware of any allergies and check these prior to setting up snacks. The children take turns at the snack table, they help set up the table and use small tongs to place the snacks onto their plates. Staff further support the children's independence by providing small jugs so that they can pour their own drinks. Lunchtime is a social occasion where the children all sit down together to enjoy their home-prepared lunches. The toddlers enjoy eating with their friends and staff encourage them to feed themselves with a little help and lots of praise. All staff use this time to talk to the children about why we eat certain foods and the benefits of a healthy lifestyle. Staff ensure that all children have access to water throughout the day.

The staff make sure the children have opportunities to practise their physical skills on a daily basis to increase their confidence. They make effective use of the small enclosed play area, where the children dig in the compost as well as climb to the top of the slide before showing staff how they slide down. The staff praise children who are practising new skills, for example, as they walk on stilts, learning to balance. All children enjoy daily walks to the playing field where they have opportunities to run around in the fresh air. Children behave very well, playing with each other and sharing out resources with only a little assistance from staff.

The nursery has developed strong links with the local school. The staff take the children on regular visits to the school the term before they move on. The teachers also invite the children to attend community events happening at the school. The staff talk to the children about going to school and send out information to parents about school readiness. Staff help parents to develop confidence in how to support their children's learning at home. There are clear procedures for staff to refer children and families who need them, to specialist agencies for extra support. The Special Educational Needs

Coordinator liaises with other agencies to access the help and advice needed so that no child is disadvantaged.

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

The managers are working closely with staff and parents to improve the facilities they provide at the nursery. The nursery is very compact and staff make effective use of the space available to them. The managers regularly review the use of the environment and have recently moved the nursery around to enable the toddlers to have more room. The managers have action plans in place to identify how they could possibly expand the nursery, to have a larger outside area, to enable the children to have more opportunities to experience outside play.

The managers have a suitable understanding of their responsibilities in meeting the learning and development requirements. They have systems in place to monitor staff practice and regularly carry out observations on staff as part of the staff's professional development. Although staff have a sound knowledge of the areas of learning, the quality of teaching is variable. The delivery of activities are not always focused to sustain good or better learning outcomes for all children. For example, large group activities do not encourage all the children's involvement, therefore they become distracted and are not sufficiently challenged or motivated to learn. Most staff working with the children do not have the skills and knowledge to extend and broaden the children's experiences. The managers have monitoring systems in place to ensure that observations and assessments of children's learning are consistently carried out. Staff complete the progress check for two-year-old children well, and share it with parents so they are aware of how their children are developing. Staff support children who have special educational needs and/or disabilities as well as children who speak English as an additional language. The staff work closely with parents and other professionals to meet individual care and learning needs. There are clear procedures for monitoring, tracking and setting targets for these children.

The managers have put in place robust recruitment procedures, which include the full vetting and induction of every staff member. They ensure staff receive annual appraisals as well as additional support meetings throughout the year. The managers work closely with the staff to ensure they all follow the policies and procedures correctly to help keep children safe and secure at all times. The managers have undertaken specific safeguarding training for their roles. They fully understand their responsibilities in meeting the legal requirements of the Early Years Foundation Stage to safeguard children. All staff have completed safeguarding training and understand their role in keeping children safe at all times. Risk assessments are in place and staff carry out daily checks to identify any hazards and minimise risks to children. All required documentation is appropriately completed, and available for inspection. Fire drills are regularly practised and reviewed to ensure the quick evacuation of the building to keep children and adults safe.

Partnership with parents is strong and parents spoken to praise the way in which staff supported their child to settle into the nursery. They value the daily interaction they have

with staff and enjoy looking at their child's learning journey. Parents have the opportunity to make comments and suggestions about how the nursery can improve its practice through completing questionnaires. The managers have developed strong links with other professional organisations to help support children and their families.

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	EY472431
Local authority	Medway Towns
Inspection number	949616
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	33
Number of children on roll	85
Name of provider	Play-A-Way Partnership
Date of previous inspection	not applicable
Telephone number	01634851107

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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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