

Play Place Wayside Nursery

21 Wayside, Fieldway, New Addington, CROYDON, CR0 9DX

Inspection date

Previous inspection date

09/07/2014

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

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

- Staff use observations, assessment and children's interests well to plan for the next steps in their learning.
- The staff provide the children with a variety of learning opportunities to interest and engage them.
- Children benefit from being looked after by kind and caring staff who are welcoming to parents and children.
- Children are confident and settled because they have established strong relationships with the staff and their friends.

It is not yet good because

- Staff do not always follow appropriate procedures and routines to maintain a safe and clean environment and reduce risks of cross infection when changing children's nappies.
- The staff do not always use good quality teaching to support children's communication and language skills.
- Children have fewer opportunities to explore a range of natural materials and extend their understanding of the world around them.

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 talked to the manager about the nursery and how they are driving forward improvement.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, planning and policies.
- The inspector undertook a joint observation with the manager.
- the inspector spoke to a parent about their views on the service that they receive.
- The inspector observed the staff's interactions with the children.

Inspector

Sara Garrity

Full report

Information about the setting

Play Place Wayside Nursery opened in 2004 and re-registered at the current premises in 2014. It is one of a group of childcare settings run by Play Place Child Care Services Limited. It operates from a converted building in New Addington, in the London Borough of Croydon. The children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 19 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and also children who speak English as an additional language. The nursery receives support from the local authority advisory teacher. The nursery employs nine members of staff; of these, five hold appropriate qualifications at National Vocational Qualification level 3. Other staff are working towards obtaining a qualification.

What the setting needs to do to improve further

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

- ensure staff fully understand and implement health and safety routines and procedures to maintain hygienic premises and minimise the risk of cross contamination when changing nappies
- put in place appropriate monitoring systems to support staff to enhance their practice and develop the skills and knowledge required to provide consistently good quality teaching and learning experiences

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

- provide the children with more opportunities to explore natural materials in the environment to increase their understanding of the world.

Inspection judgements

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

The staff have a sound knowledge and understanding of children's learning and development. They set the room out to enable the children to access resources independently. The children have space to spread out on the carpeted areas to engage in activities. For example, they lie down on the floor and take turns bandaging each other,

playing hospitals as well as using stethoscopes to listening to their heartbeat. The children are beginning to learn about their own bodies as well as how to care for others. They are developing positive relationships with each other as they share and join in with make-believe play to develop their imaginations. Children are enjoying activities that support their personal, social and emotional development. The staff provide the children with a broad range of toys that are appropriate to their stage of development. However there are fewer opportunities for the children to engage in play based around investigating and exploring natural resources, to learn about the world around them.

The staff provide the children with low-level storage units, which are labelled with photographs and words. The children also see signs around the room as staff create an environment rich in print to support literacy skills. Children show appropriate levels of concentration as they try out their early writing skills. They draw in the moon sand, as well as using brushes and water outside to write on walls. The children are eager to explore the musical instruments; they bang on the drum as they sing along to different nursery rhymes. The staff encourage the children to take turns to choose which nursery rhyme they will sing next so they lead their activities. Staff persuade the children to help tidy up, by giving them small jobs to do. The staff explain why they need to tidy up and once completed the children spread out and join in action rhymes. The children are particularly excited about singing head, shoulders, knees and toes. Generally staff give the children opportunities to practise their physical and language development. Some staff interact well with the children to extend their vocabulary, however not all opportunities to expand the children's interest in communication and language are fully embedded in the daily routines of the nursery. Staff do not provide the children with sufficient occasions to hear words and engage in meaningful conversations. Subsequently children do not benefit from receiving consistently good quality teaching and learning experiences. Consequently, children do not have good opportunities to improve their language skills.

Staff carry out regular observations and use these to plan appropriate activities based on the children's interests and next stage of development. Staff compile interesting and informative learning journeys to detail children's progress, which they share regularly with parents. Staff generally provide the children with educational programmes that offer them a range of activities to challenge them. They establish what children can do when they first start at the nursery through observations and talking with parents. The staff have a good understanding of their key children's individual abilities in all areas of learning. Staff work closely with the parents of children who are learning English as an additional language to ensure they receive the support they need. For example they have dual language signs in the room as well as picture exchange cards to use on a daily basis with the children. The staff support all children, including those who are receiving support from specialist services, to ensure they enjoy being at the nursery and are making progress in their learning. Consequently the children demonstrate confidence in staff who enhance their self-esteem and support them to develop their self-reliance. The staff monitor the children's progress, are aware of any gaps in attainment and have plans in place to improve outcomes for all children. They work closely with schools to ensure children have the skills needed ready for the next stage in their development. Parents are very positive about the support they obtain from the nursery and value the daily updates they receive about their child's achievements.

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

The key person system helps to ensure that children receive the appropriate support to enable them to settle quickly. Staff have developed positive relationships with the children and their families. The staff provide a nursery environment that is secure and welcoming to children and their families. The children are happy and participate well in activities. They behave appropriately and staff encourage them to follow the rules of the nursery. Positive behaviour is reinforced, as staff congratulate children for good sharing. The staff teach the children how to resolve minor conflicts for themselves. They ensure they are deployed appropriately so that children are properly supervised at all times and if they need support, there is usually a member of staff nearby to help.

The children help to manage their own environment and keep themselves and others safe, for example as they tell friends to mind their fingers in the playhouse door. Some staff do not always follow the nursery's policies and procedures, in relation to health and safety. The children do not always have a clean floor space to use with their toys and games. Some staff do not follow the correct procedures to minimise the risk of cross contamination, when changing nappies. Children do not always wash their hands before eating or after using the toilet, as staff are not always vigilant in reminding them of the importance of good practice. Therefore care practices are not always effective in helping to maintain children's health and to teach them appropriate hygiene routines. This is also a breach of a requirement of the Childcare Register.

The staff offer the children a breakfast of cereal and milk when they first arrive at nursery. The children are provided with a healthy snack later and have drinking water available to them throughout the day. Lunchtime is a social event where the children all sit down for a home-cooked meal, which is freshly prepared each day. Staff clean tables and cover them with tablecloths before children help with the cutlery. The staff serve the children a portion of shepherd's pie, to which they add their own peas and carrots. The children are developing their independence as well as learning life skills needed for their future.

The staff provide the children with daily opportunities to exercise outside in the fresh air. The children are eager to show staff how they balance on the stepping-stones as well as climb to the top of the frame. The staff take the children to the park where they can play on larger equipment, as well as explore their community. These experiences enable the children to learn about healthy living as well as encouraging them to join in physical activities. Staff ensure the children are kept safe outside as they carry out risk assessments and remind children to wear their hats in the sunshine. Staff present the children with a variety of resources to engage with and encourage them to explore and investigate. They take photographs to remind the children about past events, as well as using them to help the children to familiarise themselves with their new school environment and teacher. This helps prepare them for the next stage in their development.

The effectiveness of the leadership and management of the early years

provision

The leadership and management of the nursery demonstrate a firm understanding of the learning and development requirements of the Early Years Foundation Stage. The manager has undertaken designated person safeguarding training and understands her responsibilities in protecting children's welfare. All other staff have participated in safeguarding training and understand their role in protecting children at all times. The management has put in place robust recruitment procedures to check all staff working with children are suitable and have the required qualifications. The management has recently updated the induction process to support new staff to learn about the procedures of the nursery. Established staff receive annual appraisals as well as additional support meetings throughout the year. The management has procedures in place to monitor staff performance. However these are not rigorous, resulting in inconsistencies in the quality of teaching the children receive in relation to supporting them with their communication and language development. Some staff do not consistently follow the health and safety policy and procedures of the nursery which results in children not always playing in a clean environment, where the risk of cross contamination is minimised. Risk assessments are in place and staff carry out daily checks to identify any hazards to minimise physical risks to children. All required documentation is appropriately completed and available for inspection.

The nursery has been in their new premises for a short period of time. The management are reviewing the way in which the main room is set out and have plans to improve the outside play area. This demonstrates a commitment to moving the nursery forward and improving the provision for children. The nursery has developed a strong team of staff who support each other; as a result, children are happy, relaxed and motivated to learn.

The management works closely with other agencies to support the individual needs of all children. They liaise with schools and attend transition meetings to support those children going through to school. The manager has well-established links with the local children's centre to help support parents and children. Parents are enthusiastic about the nursery and describe staff as very easy to approach, and state that 'their child is happy to attend and is learning new things'. Parents value the daily verbal interactions they receive from staff and spending time looking at their child's learning journey. Staff complete reports for those children going through to school as well as required the progress check at age two to monitor children's progress. The management monitors the learning journeys to ensure that all children are progressing and to identify any aspects within the areas of learning which need to be covered more. Therefore any gaps in attainment are quickly identified and the required support put in place. The nursery special educational needs coordinator is new in post and is receiving support from the management to compile any required individual learning plans, therefore ensuring all children are progressing and receive appropriate support to meet their needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

(with
actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare.

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	EY475324
Local authority	Croydon
Inspection number	954412
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	19
Name of provider	Play Place Child Care Services Limited
Date of previous inspection	not applicable
Telephone number	07985771045

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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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