

Playaway Nursery (SRCC)

Inspection report for early years provision

Unique reference number EY386932
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Inspector Marilyn Peacock

Setting address Sydney Russell Childrens Centre, Parsloes Avenue,
DAGENHAM, Essex, RM9 5QS
Telephone number 02087241209
Email
Type of setting Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Playaway Nursery is privately run and is located within the Sydney Russell Children's Centre in the London borough of Barking and Dagenham and is one of two nurseries owed by this provider.

The nursery is registered on the Early Years Register. A maximum of 27 children under five years may attend at any one time. There are currently 32 children on roll. Children attend for a variety of sessions.

The nursery operates every week day for 51 weeks of the year and is open from 8am until 6pm each day. The building is on one floor and is fully accessible to the wheel chair user.

The nursery employs nine members of staff including the manager. The nursery also employs a Foundation Stage teacher. The majority of staff have an appropriate early years qualification to at least level two and senior staff to at least level three. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy activities which are tailored to suit their individual learning needs. Staff work extremely well together, their clear understanding of children's needs means all children are making good progress towards the Early Learning Goals. The partnership with parents and others is developing well. The nursery staff and management team are committed to continuous improvement and improvements made to date have had a positive impact on the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop opportunities for play and learning opportunities which acknowledge children's cultural backgrounds and languages used at home.

The leadership and management of the early years provision

Children feel confident to explore and learn in the very safe, secure environment. Open access to the exciting, child friendly, canopied garden gives children the freedom to enjoy well-planned experiences outside whatever the weather. They have easy access to a broad range of toys and resources suitable for their age and stage of development both indoors and outside. Children's work is valued; displays of their art work and photographs of them at play adorn the walls of the play rooms giving children a sense of belonging.

The setting is very well organised with all policies and procedures in place which are clearly understood by staff. Staff are well motivated, they enjoy their work and are confident in their ability to support children. The strong staff team is led by an enthusiastic manager who is committed to the continuous improvement of the provision. Comprehensive induction procedures ensure that all adults working with the children are both suitable and well prepared for their role. Regular opportunities for training ensure staff continue to develop new skills and are kept well informed of changes in childcare practice.

Staff have a good understanding of their responsibility in safeguarding children. They know the procedures to follow if they have any concerns about a child in their care. Children enjoy their play in an extremely safe environment where staff are vigilant. Comprehensive risk assessments, covering all aspects of the setting are carried out regularly to reduce potential hazards.

Relationships with parents are friendly and supportive; parents say they very feel welcome. Parents receive some good information about the setting when they enrol their child into the nursery. They are given opportunities to make suggestions for improvement through questionnaires and often talk to the manager or provider during the day. Informal discussions and a daily information sheet given at the end of the day, give parents information about how their child has spent their day. Staff share information about children's individual progress and development regularly through informal chats at the end of the day and planned consultation meetings. There are good systems in place to support children who may require additional support. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met successfully.

The quality and standards of the early years provision

The staff's clear understanding of how children learn means children make good progress in their learning. Staff are warm and caring and good relationships are evident as children approach adults for reassurance and support. Staff are good role models, they give children lots of praise and encouragement. Children's behaviour is excellent, they enjoy each other's company and treat each other kindly, sharing resources and listening to each other. Children's cultures and home languages are valued by staff, parents are encouraged to help with displays by helping staff with spellings and provide staff with key words and phrases so that their children can become fully involved. However, examples of children's home languages are not reflected in the books available to them.

The Foundation Stage teacher and the staff team work extremely well together. The teacher offers the staff guidance and support when required. However, the child's key person does all of their key children's planning as they are the person that knows the children best. Staff observe the children during free and focussed activities. They use their notes to assess children's achievements so far and to plan the next steps for each child's learning journey. All staff are made aware of the next steps for each child so they can all support, guide and facilitate individual learning. Children confidently make choices about the activities they wish to play and staff are always on hand to give support where needed. Activities are planned

around children's interests; a recent discussion at circle time initiated the current theme of the beach. Staff are effective in supporting children who are less confident and challenge the more able children by open-ended questioning which encourages them to think.

Staff make good use of regular routines to support and reinforce children's understanding of number and simple calculation. Children count the number of children who are having lunch and calculate the number of chairs needed. They learn about capacity while playing with sand and water and talk about the biggest box and the smallest animals when filling containers of different sizes. Children speak very confidently to peers and adults. They talk openly during circle time about themselves and their families. They express their ideas and experiences well. Children's listening skills are very good. They listen attentively and take turns when speaking in large and small groups. They recognise their own name and that of their friends from the displays. They register themselves in the morning by collecting their own name. Children talk about snails and spiders in the nursery garden and observe the changes in the seeds that have planted. They enjoy the different smells of the lavender and rosemary as they pass riding their bikes. They enjoy the texture of wet clay, chalks and paint. Children have good relationships with their peers, they are encouraged to talk about the feelings and staff know when to stand back and listen while children develop their friendships. Babies and young children explore and experiment through a range of well-planned activities which are appropriate for their stage of development. They enjoy using their senses to explore water and wet sand. They giggle and laugh when exploring the texture of paint and shaving foam with their feet and cuddle up to the staff to listen to stories.

Children can help themselves to fresh fruit and water from the snack bar throughout the day and they pour their own drinks and serve their own meals at lunch time. Even the very youngest children are becoming independent as they are encouraged to feed themselves and take hold of their own cups. Children learn how to keep themselves healthy through discussions throughout the day. Staff encourage children to try new tastes at lunch time but ensure they do not go hungry by offering alternatives. Children help at lunch time by scraping their own plates and clearing the knives and forks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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