

Playstation Day Nursery Ltd

Forest House, The Homend, Ledbury, Herefordshire, HR8 1AR

Inspection date	29/10/2014
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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

- Babies and children are happy and settled, responding to the inviting surroundings and friendly atmosphere. They soon form close bonds with the kind, reassuring staff, who consistently encourage them and follow up their interests and ideas with fun activities.
- Parents and carers are warmly welcomed at nursery. They are well-informed about their children's care and learning and encouraged to share their views about their children's abilities and learning at home. This helps staff to get to know and settle children when they are new, and to generally plan accurately for their future learning needs.
- The provider has implemented clear safeguarding procedures and organised well-targeted child protection training to guide her and the staff. They conscientiously monitor children's health, well-being and safety and take prompt appropriate action if they have any concerns about their welfare.

It is not yet good because

- Children's health is not fully protected as there are times when no qualified first aider is on the premises and there are insufficient sterile dressings in the first-aid box.
- Staff do not always successfully promote babies' and toddlers' sustained involvement, sharing and turn taking during activities.
- During lunchtimes staff do not always extend the conversation and independence skills of the older toddlers and pre-school children.

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 in two playrooms, the dining room and in two outside learning areas.
- The inspector held meetings with the provider, who is also the manager, and spoke to children and staff throughout the inspection.
- The inspector looked at and discussed children's assessment records and planning documentation and a sample of records and policies relating to their welfare, health and safety.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at and discussed the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's parent survey.

Inspector

Rachel Wyatt

Full report

Information about the setting

Playstation Day Nursery Ltd opened in 1991 and is registered on the Early Years Register. It is situated in its own premises, next to the railway station, on the outskirts of the market town of Ledbury. The nursery is run by a limited company. It serves the local area and is accessible to all children. There are enclosed areas available for outdoor play. The nursery employs nine childcare staff, including the provider who is the manager, and a cook and a lunchtime assistant. One member of staff has Qualified Teacher Status and seven staff have relevant early years qualifications at level 2 or level 3. The nursery is open each weekday for most of the year, closing for bank holidays, a week over the August bank holiday and during Christmas and New Year. Children attend for a variety of sessions. There are currently 35 children on roll, who are all 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. There are close links with a local children's centre and primary school.

What the setting needs to do to improve further

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

- make sure at least one person with a current paediatric first-aid qualification is on the premises and available at all times when children are present and ensure the first-aid box is always stocked with sufficient, appropriate contents for use with young children.

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

- improve staff's interactions with babies and toddlers to better promote their sustained involvement in activities and to consistently foster their turn taking and sharing skills
- improve the organisation of lunchtimes to enable older children to extend their independence and social interactions with other children and adults.

Inspection judgements

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

Babies and children are happy and settled in the nursery's most welcoming atmosphere and inviting surroundings. They relish exploring the well-equipped playrooms and outside areas and are keen to join in activities which reflect their choices and interests. In

addition, the provider and staff have a good understanding of children's starting points, ongoing progress and next steps as a result of their robust monitoring of children's learning and development. They complete regular observations and accurate assessments and encourage parents to share their views about their children's abilities and achievements. This information is followed up in staff's planning and results in the organisation of challenging and rewarding activities. Staff working with children aged between two- and four-years-old ensure there is a good balance of adult-led activities. During these, they effectively focus on promoting children's learning priorities, including the skills they need in readiness for school. Staff working with babies and younger toddlers offer them plenty of open-ended resources, such as, sand, water, play dough and other sensory and natural materials. These foster children's exploration, discovery and imagination. However, there are occasions when some staff do not successfully sustain younger children's engagement or cooperation with others during some activities.

Overall, children are helped to make good progress. Children aged two to four years are enthusiastic learners. They confidently make choices when staff encourage them to select activities and toys, and enjoy using these, for instance, when they decide to play with dolls or with keys and magnets. During both activities children are eager, actively involved and show imagination. For example, children and a member of staff busily discuss and act out dressing the dolls and caring for them. Meanwhile, the other group of children eagerly count out and examine different keys. They enjoy finding out what happens when they try to fit these keys in a lock or use magnets of different shapes and sizes to pick them up. Pre-school staff consistently provide other fun, practical experiences for children to experiment, discover and learn about cause and effect. For example, when it rains, children enjoy listening to and describing the sound of the rain falling on the surface of the umbrellas they are using. Staff interact well with older toddlers and children, adeptly fostering their listening, attention and good communication skills during most activities. They skilfully use open-ended questions and explanations to encourage children's descriptions, recall and use of language for problem solving. During songs children relish using different words for favourite rhymes and they listen carefully to stories, taking turns in speaking. There is usually a buzz of lively conversation during activities and routines. However, at lunchtimes these discussions are sometimes curtailed because staff are distracted by other duties which interrupts the flow of conversations with children.

Staff who work with babies and younger toddlers generally communicate effectively with them. They foster their listening and attention, for instance, when they encourage them to sit and look at books and to join in fun songs and rhymes. They effectively use gestures and visual prompts, and repeat and reinforce words in response to younger children's emerging speech and vocabulary. These strategies, and the use of key words in children's home languages, help all children who speak English as an additional language to understand and to be understood. Staff working with babies and toddlers praise and encourage them so they become more confident about exploring their surroundings and trying out different activities. However, there are times when staff are either distracted by other duties or do not successfully sustain their interactions with babies and toddlers so that their involvement in some activities is short lived.

Parents and carers are encouraged to share their views about their children's learning and development. The information they provide helps staff to get to know and plan for

children's interests and abilities from the time they start at nursery. Parents and carers are well informed about forthcoming activities and events, and have daily feedback about their child's achievements. They are encouraged to read and to contribute to their child's learning journey record. Staff give parents more formal assessments of their children's learning and development, including when they complete the required progress check for children aged between two and three years. Staff and parents discuss ways for them to support their children's learning at home, including helping children to learn English. Children also enjoy taking home the nursery's special toy dog and confidently recall their adventures during circle time discussions with the other children and staff.

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

Children's well-being is not fully promoted. Although two members of staff have a current paediatric first-aid qualification, there is not always one of them on the premises when children are present. In addition, the first-aid box does not contain enough sterile dressings. In other respects, babies' and children's health needs are understood and met. Staff discuss and agree with parents appropriate arrangements for meeting their children's individual care routines and any health and dietary needs. This includes implementing clear care plans for children with specific medical conditions and allergies. Children also learn about how to promote their own good health. They are encouraged to follow good hand washing routines and are sensitively helped to manage the toilet by themselves. Babies and children have plenty of fresh air, relishing being outside in all weathers. They enjoy being active and staff effectively coach them in developing control and coordination. For example, babies who are standing up and beginning to walk are given a helping hand by staff and provided with sturdy equipment to use which promotes their balance and confidence. Older toddlers and children balance on different apparatus, climb confidently and pedal and steer a range of wheeled toys. Babies and children are well-nourished, enjoying healthy snacks and freshly prepared lunches. They are encouraged to drink plenty of water. Staff extend children's awareness of healthy eating by involving them in growing fruit and vegetables.

The provider and staff successfully help babies and children to settle. They are kind and attentive, gently reassuring children who are new or who find it difficult to leave their parents and carers. The staff find out about and follow children's routines. They reflect aspects of their backgrounds, likes and interests in activities and the range of resources. These strategies and the comfortable and child-friendly surroundings help babies and children to develop a sense of belonging and to become increasingly confident. The provider and staff also focus on helping babies and children to be emotionally and socially ready for their future learning, such as moving within the nursery and starting school. Children's moves within the nursery are organised when they are developmentally ready and they are given enough time to get to know their new rooms and the other children. They are reassured by the inviting layout of small cosy learning areas in the pre-school and are able to play and learn in small groups. Each day there are also opportunities for babies and toddlers to use other parts of the nursery used by their older peers. For example, they have lunch in the dining room so the youngest children are already familiar with the routine when they move to pre-school.

Staff, in the main, effectively help children to be well-behaved and self-reliant in readiness for school. For example, children of all ages usually listen attentively and follow staff's requests. They are keen to help with small tasks, such as passing round drinks and water bottles during pre-school snack times and assisting with tidying away toys. However, staff working with older children do not always make the most of opportunities for them to develop their independence skills, for instance, at lunchtime. In other respects, children recognise and look after their possessions, and become increasingly independent in getting ready for outside play and managing other aspects of their self-care unaided. The provider and staff also maintain a safe and secure environment. They complete comprehensive risk assessments and daily checks to ensure areas are free from hazards, kept secure and that toys and equipment are well-maintained. Children are encouraged to behave safely and sensibly as they move around the premises and use apparatus and toys. They discuss different aspects of safety and practise emergency evacuations.

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

Although most aspects of the nursery's provision are effectively monitored and evaluated, the provider's checking of first-aid arrangements have not been sufficiently robust and require improvement in order to ensure requirements are fully met. In particular, her first-aid qualified staff are not always effectively deployed to ensure at least one of them is always on the premises when children are present. In addition, although recent checks highlighted a lack of dressings in the first-aid box, this has not yet been put right. As a result, children's health and well-being are not fully supported.

In other respects, children are effectively safeguarded. The provider ensures all staff have a good understanding of how to protect children from harm, can recognise signs of abuse and neglect and know what action to take in the event of any concerns about a child's welfare. To support and guide staff, the provider has implemented clear safeguarding procedures and organised recent comprehensive safeguarding training. Different aspects of children's well-being and behaviour are carefully monitored and any changes or incidents are promptly followed up with parents and, where appropriate, other agencies. The provider's close links with a local children's centre facilitates early support and intervention for vulnerable families.

The provider has taken effective steps to improve the monitoring of children's learning and of the educational programme. She has employed a qualified early years teacher to help embed more robust assessment and planning for each child's needs and to provide a clearer overview of each child's continued development. Accurate tracking has helped to promptly identify and address gaps in children's development or in the range of activities. Alongside this, effective support and mentoring for individual members of staff mean that the quality of teaching is generally good and children are making good progress.

Positive relationships with parents and carers underpin the nursery's success in meeting children's needs. Parents and carers are fully informed about how the nursery is managed

and operates and are actively encouraged to give their feedback about its quality. They appreciate the friendly atmosphere and approachable staff and highlight how much their children enjoy coming and how well they are progressing. Since the last inspection, the provider has established good links with other providers and schools. She ensures relevant information is passed on to other providers if children attend or move on to another daycare setting. This helps to promote consistency and continuity for those children. To support smooth transitions for children moving on to school, the provider successfully works with reception class teachers, organising exchange visits and passing on accurate information about children's learning and development. The lead practitioner in the pre-school has also visited a local primary school to talk to early years staff in the nursery and reception classes. This has helped the nursery to successfully concentrate on ensuring those moving onto school are articulate, confident and resourceful learners. The staff have also been assured that they are using consistent approaches to foster children's growing awareness of letters and sounds, their emergent writing and critical thinking in readiness for school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	223582
Local authority	Herefordshire
Inspection number	866094
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	35
Name of provider	Playstation Day Nursery Ltd
Date of previous inspection	17/03/2009
Telephone number	01531 631082

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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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