

Playdays

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

Inspection date	30/10/2014
Previous inspection date	28/05/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- The lead practitioner responsible for safeguarding does not fully understand the role and responsibilities of being a designated person. Therefore, staff have insufficient support, advice and guidance as required from the safeguarding lead.
- Educational programmes, assessment and the teaching provided are weak. Activities lack depth and breadth and are not sufficiently challenging because staff do not identify clear next steps in order to plan future learning and close any emerging gaps. Consequently, children are not making sufficient progress.
- Leadership and management are extremely weak. Staff do not receive sufficient support in order to understand their roles and responsibilities to meet all the requirements of the Early Years Foundation Stage.
- Systems to identify and monitor the quality of teaching are poor. Opportunities to provide comprehensive support, coaching and continuous professional development to staff are not in place.
- Staff do not promote positive hygiene practices; consequently, poor hygiene practices compromise children's health.

It has the following strengths

- Parents speak positively about the care the children receive and the opportunities to be included in their 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.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the playrooms and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector held discussions with the provider and a Quality Improvement Officer from the Local Authority.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Nicola Norton

Full report

Information about the setting

Playdays was registered in 1998 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 the lead practitioner responsible for safeguarding children fully understands the role and responsibilities, is confident in making a referral and provides support, advice and guidance to staff as required
- improve the quality of teaching and provide educational programmes that offer children enjoyable and challenging experiences, so children's enthusiasm for learning is fully promoted to enable them to make good progress
- ensure staff know and understand the learning and development requirements with specific regard to understanding the prime and specific areas of learning
- ensure arrangements for the supervision of staff who have contact with children and families are effective and provide support, coaching and training to promote the interests of children.

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

- improve hygiene practices to ensure that children's good health is promoted at all times.

Inspection judgements

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

The arrangements for meeting the learning and development requirements of the Early Years Foundation Stage are inadequate and a number of the legal requirements of the Early Years Foundation Stage are not met. Children are not making good progress in their learning and development; this is because staff have a limited knowledge and understanding of the Early Years Foundation Stage and how children learn and develop. This results in the teaching being weak.

The educational programmes do not adequately cover the seven areas of learning and staff do not plan and provide activities for children in enough depth and breadth. Consequently, children's individual learning needs are not met effectively and children are not sufficiently challenged or stimulated in their play. For example, very young children are offered pre-cut pumpkin pictures to paint and then cover in glitter. They are unable to carry out this activity as it is not age-appropriate, and this results in staff completing the activity while the children become upset. In addition, children's capabilities are not thoroughly discussed with parents when their child first attends the nursery, and this means that staff do not gain a sound understanding of what children can already do. This affects staff's ability to plan effectively to support children's future learning. Staff miss opportunities to extend children's learning as some staff merely supervise activities rather than engage fully in children's play. For example, staff stand over children in the pre-school room as the children use a selection of leaves and pumpkin seeds to create pictures. Staff give children praise for their efforts but do not talk to them about what they are doing. Consequently, children's learning and development needs are not always met.

Assessment arrangements are weak. Assessment and observations are not consistent in quality and are neither frequent enough nor accurate enough for staff to build on children's progress. Staff do not have a thorough enough understanding of each child's stage of development or what they need to learn next. Staff's observations of children do not provide a sharp focus on children's individual learning needs, interests and level of challenge needed. Consequently, learning does not motivate or enthuse children. Staff carry out the progress check for children aged between two and three years, and provide parents with a short, written summary. However, staff do not successfully use the information gathered to plan effectively to meet individual needs. Parents are invited into the nursery twice a year to talk about their child's progress with their key person and to look through their child's development files. Parents are provided with story books to share with their child at home; this supports parents involvement in their children's learning. Children with English as an additional language are appropriately supported during their time in nursery.

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

There are significant weaknesses in meeting the learning and development requirements and fulfilling all of the safeguarding and welfare requirements. These have a direct impact on the effectiveness of care practices and supporting children's safety and well-being. As a result, the promotion of children's well-being is inadequate. Staff address some aspects of the prime areas of learning by supporting children's personal, social and emotional

development, but have little regard for planning for the other areas of learning, particularly the prime areas.

Children are welcomed into nursery, and staff sit with unsettled children to give reassurance and hugs. This means children are forming attachments to their key person. However, a number of children are new to the nursery and are unsettled throughout the day. Children are provided with a reasonable choice of play resources. However, some resources are not always accessible to children and do not provide challenge or engage children's interests. Due to the weaknesses in teaching and because the educational programmes are not sufficient and lack challenge, some children display some challenging behaviour, on occasion. This is because they are not stimulated. Staff are not alert to their needs and do not engage with them purposefully. For example, children in the pre-school room could not freely access pumpkin seeds to stick on their collage and needed to ask a member of staff for them. This lack of free choice resulted in children walking away from the activity. In the baby room, children sit in bouncing activity chairs with infrequent interactions with staff and are only removed when they show signs of distress.

Children enjoy a healthy and nutritious diet whilst at nursery, however, hygiene practices are poor. For example, children climb across clean bedding on beds with dirty footwear and children do not always wash their hands before eating. This means that children's health is compromised. Since the last inspection, some improvement has been made to the lunchtime routines. For example, older children are now able to serve themselves, which supports their independence and self-help skills in readiness for school. However, the overall organisation of lunchtime is chaotic with staff constantly moving away from the table to carry out routine tasks, such as sorting out bedding and tidying up. Consequently, children's behaviour at mealtimes is poor as they are not adequately supervised.

Practitioners maintain suitable relationships with parents, and children's experiences are shared with parents verbally on a daily basis. Parents spoken to at the time of the inspection state that practitioners are friendly and approachable. They feel that their children's needs are addressed and as a result, children settle quickly and are content and happy. Some links have been established with schools in order to support children's move on to school when the time comes.

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

As a result of the last inspection, the provider has taken steps to address some of the actions raised and received a monitoring visit. Staff are deployed effectively ensuring that adult-to-child ratios are met. Documentation has also been reviewed to include the name, address and telephone number for each person working in the nursery. Although some progress has been made, the nursery is still failing to meet a number of requirements of the Early Years Foundation Stage. The provider and managers do not show a sufficient understanding of their responsibilities for meeting the safeguarding and welfare

requirements or learning and development requirements.

The provider and managers have not ensured that the nominated members of staff designated to take lead responsibility for safeguarding children have received appropriate training and are confident in fulfilling their roles and responsibilities, in regard to making a referral to the necessary agencies or in supporting staff. This puts the children at risk as they are unable to offer the correct support, advice and guidance to other staff members, although staff are clear about the reporting procedures.

Staff are appropriately trained in early years, childcare and education. However, the level of training achieved is not reflected in their practice. The provider does not have a secure system in place to ensure all of the learning and development requirements of the Early Years Foundation Stage are being delivered to meet all children's learning needs. The educational programme does not adequately cover the seven areas of learning and does not sufficiently challenge children. The lack of monitoring of staff practice means that these weaknesses have not been addressed. There is no effective system in place to provide staff with high quality supervisions or coaching. Therefore, staff lack knowledge and understanding about some aspects of the Early Years Foundation Stage. This results in the care and education practices being inadequate.

Self-evaluation is inaccurate and monitoring procedures are weak. The provider is unable to make satisfactory improvements because she does not understand or recognise the significant weaknesses that place children at risk, despite support offered by the Local Authority. She has an extremely unrealistic view of the practice in her nursery and fails to prioritise improvements that will have the most impact. For example, current procedures to monitor and evaluate the quality of care and educational provision have not identified key areas for immediate improvement to promote children's learning and development needs, well-being or safety. The provider has had a high level of support from the local authority. However, even with this constant, direct support, she has not taken effective action to improve the quality of experiences for children. This demonstrates the extremely limited capacity of the provider to bring about improvements without significant support from outside agencies. It also shows the provider's poor knowledge regarding the requirements of the Early Years Foundation Stage and her lack of confidence in making her own decisions.

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	322394
Local authority	Liverpool
Inspection number	978454
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	42
Name of provider	Susan Herrity
Date of previous inspection	28/05/2014
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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