

Playaway Day Nursery

9 Faircross Avenue, Barking, Essex, IG11 8RD



Inspection date

15 April 2015

Previous inspection date

19 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Some staff do not always interact with children or use effective questioning to encourage children's thinking skills and extend their language.
- The provider and manager do not monitor staff practices closely enough or provide effective supervision. As a result, inconsistencies in staff practice and their quality of teaching are not always addressed and not all children are supported to make the best possible progress.
- Staff do not provide sufficient opportunities for children to see and use their home language in their play, to enhance their sense of belonging.
- Staff do not always provide children with regular opportunities to play and learn outside in the fresh air.
- Staff do not make the most of all opportunities, during activities and daily routines, to challenge and extend children's mathematical development and ideas.

It has the following strengths

- Staff plan activities for younger children that are interesting and challenging. As a result, these children make suitable progress and gain many of the skills needed for a successful move on to the pre-school rooms.
- All staff implement positive and consistent strategies, and work closely with parents, to manage children's behaviour. Consequently, children behave well.
- Parents appreciate all that the manager and staff do, and feel well informed about their children's progress.

What the setting needs to do to improve further

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

- provide consistent opportunities for children to see and use their home language around the environment, and during their play and learning
- ensure staff supervisions and monitoring practices are effectively used to raise the quality of teaching, and engage and motivate children in their learning
- improve staff questioning techniques to extend children's experiences, promote their learning and encourage them to think and extend their ideas about their play.

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

- make better use of the outdoor play space on a daily basis to promote children's all-round learning and development further
- develop children's understanding and use of mathematical language during planned activities and practical routines.

Inspection activities

- The inspector held meetings with the management team, and spoke to staff and children, when appropriate, during the inspection.
- The inspector sampled children's development records, planning records and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector conducted a room observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Amanda Allen

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of the teaching is variable. Staff do not always adapt and engage in activities sufficiently so that every child's learning is maximised. For example, older children enjoy an activity in which they weigh objects. However, staff do not extend children's learning by talking about quantities, weighing and using other mathematical language. Children had fun playing outside splashing with water, riding bicycles and using their energy with their friends during one session. However, because many children attend on a sessional basis, they do not all have the chance to play outdoors, which reduces opportunities to fully promote their physical well-being. Some staff interact well with children and use questioning effectively to promote discussion. However, this is not consistent. Some staff in the preschool are quiet and do not respond to children's interests. There are also few opportunities for older children to consolidate their learning by using their home language in their play. Babies are developing their early communication skills and imitate and listen to sounds. Staff work closely with other professionals to ensure children who need early intervention are supported.

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

There is a key-person system and children have built secure relationships with staff. Children learn some independence skills, however, staff do not always interact well with children to build on these throughout the session. Staff are aware of children's individual dietary needs and provide healthy snacks of fruit. Children behave well as staff support them in taking turns and sharing, so that they learn how to play with their friends. Staff support the engagement of parents, by sharing daily information about their children's learning. Parents are complimentary about the setting and feel they can talk to the staff at any time about their child's progress.

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

The provider checks staff suitability and provide them with regular supervision meetings and appraisals. The manager reviews the practice of the staff and identifies some training needs, for example, recent training has included safeguarding. However, this is not fully effective as inconsistencies in the quality of teaching have not been identified or addressed. All staff, including the manager, have a clear understanding of how to safeguard children, and child protection policies and procedures. Staff knows what to do if they have any concerns about a child's well-being. They work with parents to exchange information about children's progress. Staff liaise with teachers to share information about the children when they are due to move to school. Staff value parents' views when they evaluate the provision and look at ways to improve the service.

Setting details

Unique reference number	EY258508
Local authority	Barking & Dagenham
Inspection number	837230
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	35
Name of provider	Playaway Day Nursery Partnership
Date of previous inspection	19 June 2009
Telephone number	0208 591 2007

Playaway Day Nursery registered in 1990. It is located in Barking, in Essex. It is open from 8am to 6pm each weekday, throughout the year, except for bank holidays and the week between Christmas and New Year. The nursery receives funding to provide free early education for children aged two, three and four. The nursery employs eight members of childcare staff. All of whom hold appropriate early years qualifications, including one with an Early Years degree and one with Early Years Professional Status.

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