

Inspection date	5 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- Staff do not always use the assessment programme effectively and consistently to fully identify and support children's ongoing learning and development.
- The quality of teaching is inconsistent. Staff do not always recognise the importance of supporting children's learning throughout all aspects of their day, to help them progress in all areas of learning.
- Management does not accurately evaluate the effectiveness of staff's performance and practices to ensure that the quality of teaching is consistent.
- Parents and carers have limited access to information about their children's progress. They are not fully informed about the plans for their children's ongoing development and how they can support their learning at home.

It has the following strengths

- The staff team works well together to provide consistent and individual care and welfare routines for children.
- Children's creativity is promoted well, with opportunities for them to explore and experiment. They use their senses fully to gain an understanding of colour, texture and how materials change.
- Children's understanding of healthy lifestyles is promoted appropriately through daily routines, such as handwashing and the clear explanations from staff.

What the setting needs to do to improve further

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

	Due Date
■ develop staff's skills in using the assessment programme more effectively to support individual children's ongoing learning	26/04/2016
■ improve the educational programme to promote the different needs of children throughout the session	26/04/2016
■ improve the arrangements for staff performance in order to develop the quality and consistency of teaching.	26/04/2016

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

- give parents more information and guidance on how to support their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have an appropriate knowledge of procedures to follow if they have a concern about children's welfare. Children learn to keep themselves safe through effective explanations from staff and familiar daily routines. Staff are keen to improve their practice when improvements are identified. Children are cared for by the appropriate number of qualified staff. However, management does not actively and routinely evaluate how effective staff's performance is. Staff have attended some training and supervision arrangements are in their infancy. Parents make positive comments about how the staff provide a flexible and personal service.

Quality of teaching, learning and assessment requires improvement

Some staff use effective questioning and communication to engage more-able children in story times, especially those who are moving on to school. These children think about their responses and ask questions to extend their own learning. Staff organise some group times to support younger children's learning needs, involving them in role play in small groups to develop their concentration. However, the quality of teaching is not consistent. At times, staff do not actively engage with some children and they do not receive the same quality of interaction from staff as other children. Staff do not recognise the value of some everyday routines as a learning opportunity. Parents receive some verbal information about their children's progress. However, their children's development records are not routinely shared with them. Staff do not use information from home about children's achievements or provide parents and other carers with ideas of how to extend the learning at home. Staff do not always assess children's progress accurately enough and do not use their knowledge of how children learn best to plan for their next steps in learning.

Personal development, behaviour and welfare require improvement

Most children are keen learners, developing skills in confidence to want to know more. However, staff do not always provide the same quality of interaction and engagement with some younger and less-confident children. This sometimes has an impact on children's confidence and emotional well-being. Children enjoy the outdoor environment. They use space to run, jump and stretch as well as exploring the natural environment all around them. Children eat nutritional, freshly prepared foods according to their dietary requirements. Children's physical well-being is promoted appropriately. Children play alongside and with each other, learning to negotiate and cooperate throughout their play. Staff act as positive role models, using good manners to support children's behaviour.

Outcomes for children require improvement

Not all children are making good progress within the seven areas of learning. Some children who are younger and less confident are not always making the same progress as others. Most older children are developing skills in readiness for starting school. However, some children are not always given the opportunity to develop skills, such as making decisions and participating in discussions, during routine, familiar activities.

Setting details

Unique reference number	EY486365
Local authority	Essex
Inspection number	1006366
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	25
Number of children on roll	48
Name of provider	Clare Elizabeth Jasper
Date of previous inspection	Not applicable
Telephone number	01268562921 07708567108

Playdays was registered in 2015. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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