

Playaway Day Nursery

9 Faircross Avenue, Barking, Essex, IG11 8RD



Inspection date

2 March 2016

Previous inspection date

15 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager monitor the work of the nursery effectively. The the quality of teaching has improved and is good.
- Staff listen to children and get to know their needs and interests well. Children at an early stage of speaking English are well supported by knowledgeable staff and they catch up quickly with other children of their age.
- Staff work well together to plan purposeful activities indoors and outside. Their consistent approach helps children make good progress including when they transfer from room to room as they get older.
- Staff support children's independence and social skills well. Children behave well. They treat each other with consideration and kindness following staff's good example.
- Staff establish positive relationships with parents. They communicate effectively through discussions and children's learning journals to provide continuity of children's care and learning between home and nursery.

It is not yet outstanding because:

- The provider is at an early stage of implementing a system to track the progress of different groups of children to identify and address gaps in their learning. Staff do not fully use the information in their planning.
- The nursery's programme of professional development is not well adapted to the nursery's changing needs. Although staff are supported to continue on qualification courses, staff have not all had timely training updates to support them when they take on new roles and responsibilities.

What the setting needs to do to improve further

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

- fully establish the monitoring and tracking system and use the information to help staff strengthen their evaluation and planning further, to support all children to make the best possible progress
- focus the nursery's programme of professional development more precisely to enable all staff to enhance their skills further as they take on new roles and responsibilities.

Inspection activities

- The inspector observed activities indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and provider.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took into account parents' written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management is good

The provider and manager have successfully taken action to meet all requirements of the Early Years Foundation Stage since the last inspection. Not all improvements are fully established. Work is continuing in the outdoor area. Staff are generally well qualified for their roles and well supported in their training and development. However, some staff have not had specialised training to support them before taking on new responsibilities, for example, with different age groups and special educational needs. Managers effectively share their time and responsibilities for staff supervision, to improve practice, for example in teaching mathematics. Safeguarding is effective. Procedures for staff recruitment meet safeguarding requirements. Staff act promptly if they have concerns about a child's welfare or development, as they follow the nursery's clear procedures.

Quality of teaching, learning and assessment is good

Staff plan a broad range of stimulating activities across all areas of learning. They talk to babies and children, questioning them and commenting while they play, to extend their learning. Staff react with delight as toddlers begin to show understanding, for example when a child moves a toy cot and doll to the nursery's sleep area. Older children are able to follow their own ideas between the indoor and outdoor areas. Staff provide resources, such as construction sets, to help children follow their own thoughts to continue learning throughout the nursery. Staff take every opportunity to extend children's understanding of mathematical ideas with frequent counting games, stories, number rhymes and accurate use of shape names. They give individual support to children who have missed out on activities to ensure they keep up.

Personal development, behaviour and welfare are good

Staff adapt routines to suit the needs of full and part-time children well. Staff build positive relationships with children as they settle in. They allow plenty of time for cuddles and soothing words when children are tired or upset. Staff guide children with warmth and patience so they cooperate and behave responsibly. Children develop good independence skills and learn to keep themselves safe and healthy. During sociable snack and mealtimes, children learn to serve healthy portions of food that meet their health, cultural and religious dietary needs. They adopt good hygiene routines. Older children remember to wash their hands when they come indoors, as they say, 'to stop germs'. They have many opportunities for healthy physical activity indoors and outside.

Outcomes for children are good

Children start at the nursery with a wide range of different experiences. Individual plans ensure those with starting points below other children in their age group, particularly in self-confidence and speaking, catch up. Older children begin to use their mathematical, reading and writing skills while they play. They count footsteps to 20 and beyond as they move around the nursery. They draw patterns and shapes. Their social skills are strong; for example, they ask their friends politely to pass toys while playing with sand and they all join in to help clear up. Older children develop the skills and knowledge that prepare them well for moving on confidently to the next stage, including school.

Setting details

Unique reference number	EY258508
Local authority	Barking & Dagenham
Inspection number	1036463
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
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	15 April 2015
Telephone number	0208 591 2007

Playaway Day Nursery registered in 1990 and re-registered with the present owner in 2003. It is privately owned. 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 provides for children who speak English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs eight members of childcare staff, all of whom hold an appropriate early years qualification.

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