

Playdays Day Nursery

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



Inspection date

5 August 2016

Previous inspection date

4 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Good progress has been made since the last inspection. The owner demonstrates a renewed enthusiasm towards providing quality care for children. Close working with the local authority and a very honest reflection of the previous practice mean well-chosen plans for improvement have been successfully put into action.
- Staff have a range of qualifications and experience and teaching is of a good quality across the team. The playroom and outdoor areas provide children with a wide variety of interesting experiences that covers all areas of learning.
- Children are cared for in clean and well-maintained premises. The equipment is varied, of a good quality and easily reached by children. This helps entice children to be independent and exploratory learners.
- Parents are happy with the service. They appreciate the staff's friendly approach and describe the welcoming, family feel of the nursery as a particular strength.
- Staff support children to behave well. Their calm and consistent interactions help children to be polite and respectful to each other. Children play together happily, taking turns to share the taxi-bike, camera and listen to each others' ideas during discussions.

It is not yet outstanding because:

- Staff do not always gain as much information as possible from parents about what children know and can do when they first start at the setting, to help them gain the most accurate assessment and assist their planning for what children need to learn next.
- Although arrangements for supervising and monitoring staff are in place, they are still relatively new and require further time to help develop the quality of teaching to its highest level.

What the setting needs to do to improve further

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

- gain more information from parents about what their children know and can do when they start at the nursery to further support staff to plan even more effectively for children's future learning
- build on the recently introduced arrangements of professional development to provide more opportunities for staff to raise the quality of teaching even further.

Inspection activities

- The inspector viewed activities throughout the nursery and the outdoor area. He observed teaching and interactions between the staff and children.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the owner/manager and deputy manager. He held a telephone discussion with a representative of the local authority. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation.
- The inspector checked the arrangements for first aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The staff team is well organised and deployed effectively to ensure that children are cared for by suitably qualified and experienced practitioners. The introduction of a system for the supervision and professional development of staff ensures that poor performance is swiftly addressed. Staff are being supported to steadily build their knowledge and teaching skills. This is helping to improve the quality of care and learning provided for children. Arrangements for safeguarding are effective. Staff demonstrate a secure understanding of how to report any concerns they may have about a child. Children's safety is promoted well. The premises is well maintained and suitable risk assessments have been conducted. An effective method for ensuring first-aid kits remain fully stocked and easily accessible is in place.

Quality of teaching, learning and assessment is good

Improvements in the staff's planning and assessing of children's individual progress mean staff identify more sharply, well-chosen activities to build on each child's learning. Overall, parents are engaged in most aspects of their child's learning. Teaching is frequently responsive to children's emerging interests. For example, some children want to write numbers at a table. Staff recognise that others prefer using chalks on the floor. Staff encourage children to name and record their work using the digital camera. Staff promote children's communication and language skills. Babies are encouraged to shout hello into a metal tankard. They delight when they hear the different sounds they can make. This results in a plethora of babbles and chatter, helping them to make sounds and develop their future speaking skills. Toddlers follow the staff's lead and count their claps. This helps them to start to develop the sequence of counting.

Personal development, behaviour and welfare are good

The key-person system is well established and supports children to feel safe, secure and settled. Arrangements to support children as they move within nursery and on to school are effective. Partnerships with parents and other settings have been securely established. The well-coordinated support for children who have special educational needs or disability means children gain any additional support they need to meet their unique needs. Staff support children to be independent and keep safe. Toddlers are unrushed when climbing the stairs. Pre-school children are invited to share what they know about keeping themselves safe when crossing the road. Outdoor play provides lots of physical challenge and staff talk to children about the nutrients and impact food has on their bodies.

Outcomes for children are good

Children follow the daily routines with familiarity and confidence. They like to join in activities and are keen to attend to their own needs. Toddlers hang up their own coats. Babies investigate their world by using the sturdy equipment to pull themselves up so they can satisfy their curiosity. Pre-school children are eager to practise their skills. They ask staff to say the letters in their name so they can write it out. Children demonstrate an eagerness to learn and a positive attitude towards having a go. These are skills that are helping them make good progress and prepare them for their next stages of learning.

Setting details

Unique reference number	322394
Local authority	Liverpool
Inspection number	1042445
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	28
Number of children on roll	37
Name of registered person	Susan Herrity
Registered person unique reference number	RP512806
Date of previous inspection	4 March 2016
Telephone number	0151 260 4600

Playdays Day Nursery was registered in 1998. The nursery employs nine members of childcare staff. Of these, all hold relevant early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week during the Christmas period. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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