

<b>Inspection date</b>	24 January 2017
Previous inspection date	5 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 registered provider and the new manager have implemented a number of improvements and have successfully addressed the issues raised at the last inspection.
- Staff now use assessments more effectively to support individual children's learning. They plan interesting activities to enthuse children to learn new things and acquire new skills. Children make good progress and develop the skills they need for future learning.
- Children and babies are happy and settled. The nursery has a warm and welcoming atmosphere. Children form warm attachments to the staff and build strong friendships with each other.
- Staff work closely with parents to find out what children like and can do when they first start. Staff use this information effectively to support children's development and to help close any gaps in learning.
- Children behave well and learn to share and take turns during play. They also begin to take responsibility for looking after their environment and help staff to tidy away toys and sweep up the sand.

### It is not yet outstanding because:

- The current arrangements for staff support and plans for their continuing professional development are not yet ambitious enough to raise the good quality of teaching to an even higher level.
- The manager has not yet established highly effective monitoring systems to analyse information gathered about the progress of the different groups of children in the nursery.

## What the setting needs to do to improve further

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

- strengthen the support and professional development opportunities given to staff to help raise the good quality of their teaching to an exceptional level
- extend the existing monitoring systems, in order to compare the progress made by different groups of children and identify any variations to help all children progress to the highest levels.

### 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 carried out a joint observation with the manager.
- The inspector held discussions with the registered provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written testimonials.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff understand their responsibility to protect children and know what steps they must take if they are concerned about a child's welfare. The provider uses rigorous recruitment, induction and vetting procedures to check all staff's ongoing suitability to work with children. Staff regularly check the safety of the premises and equipment and are vigilant about security. They ensure that entrance doors remain locked and closely monitor any visitors to the premises. High staffing ratios and good staff deployment mean that children are very well supervised, both indoors and outside. The provider and manager accurately evaluate the nursery and take into account the views of parents, children and the local authority adviser to make positive changes. Action plans are well targeted. There are now exciting plans to renovate the outdoor area further to give children even more opportunities to explore the natural environment.

### Quality of teaching, learning and assessment is good

Babies and toddlers very confidently voice their delight as they play and explore. Children sing their favourite songs and move expressively to music. They enjoy taking an active part in stories, such as talking about their favourite pictures, characters and events. Staff repeat back babies' first words to help support their growing vocabulary and they use good questions to help older children think for themselves. Children have good opportunities to be creative and experiment with a range of different tactile and sensory materials. Staff provide regular opportunities to involve parents in their children's learning. They offer daily discussions, consultation evenings, invitations to special events and ideas to help parents continue their children's learning at home. Staff have developed strong relationships with the local schools and they help children make a successful move on to their next stage of learning.

### Personal development, behaviour and welfare are good

Children play calmly and harmoniously and learn about the importance of treating people with respect. They play with resources that help them gain an awareness of similarities and differences between themselves and others. Staff support children's understanding of healthy lifestyles. They talk to them about the importance of healthy food and where it comes from. Children understand the daily routines and the importance of washing their hands before snack because of germs. Children successfully build their physical skills. They use the outside area daily and there is ample indoor space for babies to crawl and safely practise their developing mobility.

### Outcomes for children are good

All children, including those who have special educational needs or disabilities, make good progress. Older children gain essential independence skills in readiness for starting school. They learn how to pour their own drinks and serve their food. They put on their own coats and boots with minimal assistance. Children are developing their ability to listen, maintain attention and follow instructions very well. They are keen to solve problems and count confidently in their play.

## Setting details

<b>Unique reference number</b>	EY486365
<b>Local authority</b>	Essex
<b>Inspection number</b>	1048010
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Clare Elizabeth Jasper
<b>Registered person unique reference number</b>	RP907960
<b>Date of previous inspection</b>	5 April 2016
<b>Telephone number</b>	01268562921 07708567108

Playdays was registered in 2015 and is privately owned. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, five hold level 3, and two hold level 2. Lunchtime assistants and bank staff are also employed to cover for staff absence. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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