

Inspection date

13 April 2017

Previous inspection date

6 May 2014

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

- Children and babies are happy and settled as they develop very warm and trusting relationships with their key person and other nursery staff. Their emotional well-being is very well supported.
- Staff use their observations to plan a range of enjoyable learning experiences which meets children's individual needs and extends their learning. All children make good progress.
- Staff build positive partnerships with parents and other early years professionals. They successfully work together to meet children's individual care and learning needs. Effective channels of communication are established, particularly in relation to the care of children who have special educational needs and/or disabilities.
- Staff foster children's independence skills. For example, children learn how to put on their coats and shoes before playing outdoors, they serve their own snack and clear away the dishes. This helps to promote their confidence and self-esteem.

It is not yet outstanding because:

- The manager has introduced a system for tracking children's progress. This is not refined enough to provide a clear picture of the progress of different groups of children in order to consistently target teaching as precisely as possible.
- Professional development is not precisely focused to offer all staff the opportunity to develop their skills to the highest standard.
- Routines, such as group times and mealtimes, are not organised as well as possible for the children in the toddler room.

What the setting needs to do to improve further

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

- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of children
- strengthen the arrangements for professional development to support all staff to raise their practice to the highest level
- review and improve the organisation of some elements of the routines in the toddler room to take better account of the needs of the youngest children.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Effective recruitment and induction procedures check that staff are suitable and understand their role. Staff have a good knowledge and understanding of the possible signs of abuse and the procedures to follow should they have any concerns about the welfare of an adult or a child. Children play in a safe and secure environment indoors and outdoors. Regular risk assessments help to ensure the environment is safe for children to play. Staff provide parents with a wealth of information about how to support their children's development at home. Parents speak very positively about the support they have received from nursery staff and the experiences their children enjoy. The manager is experienced and dedicated to her role. She continually reflects on practice, in order to drive continued improvement.

Quality of teaching, learning and assessment is good

Staff play alongside children and use effective questioning which supports them to develop good problem-solving skills. Staff foster babies' listening skills, encouraging them to pay attention to sounds in the environment. They skilfully pitch their language at babies' level, for example, they use single words and short phrases to build on their understanding and encourage their development of speech. Staff use observations and assessments well to help them identify where individual children need extra support. Tracking of individual children's progress is targeted and precise. Any gaps in children's development are identified and addressed quickly.

Personal development, behaviour and welfare are good

Children learn to make positive relationships, which helps to develop their self-confidence and self-awareness. Key persons work closely with parents to support children's learning from the start. They help children to form secure attachments, contributing to their emotional well-being. Children have good physical skills. For example, they confidently negotiate an obstacle course during a focus group session while staff are on hand to provide encouragement and to support them to manage risks. Children are provided with healthy snacks and staff discuss healthy food choices. They help children to become aware of the importance of healthy eating. Staff are consistent role models, helping children to behave well and the atmosphere in the nursery is calm.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning and development. Babies are inquisitive and confidently explore their surroundings. Older children are articulate communicators, who eagerly talk about their ideas. Children are motivated learners who develop key skills and attitudes in readiness for the next stage of their learning.

Setting details

Unique reference number	EY336454
Local authority	Norfolk
Inspection number	1088000
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	40
Number of children on roll	60
Name of registered person	Playdays Childcare Limited
Registered person unique reference number	RP535299
Date of previous inspection	6 May 2014
Telephone number	01842 752575

Playdays registered in 2006. The nursery employs 12 members of childcare staff, including the owner who works with the children and has the role of manager. Of these, one holds an appropriate early years qualification at level 7, one at level 6, two at level 5, two at level 4 and six at level 3. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

