

Playdays Farnborough

84 Alexandra Road, Farnborough, Hampshire, GU14 6DD



Inspection date	11 August 2017
Previous inspection date	21 January 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

- Staff provide a stimulating environment with a wide range of activities to motivate children in their learning, inside and outside.
- Children are keen to join in and they lead their play effectively and develop their ideas. For example, children work together to harvest the carrots they have grown. They understand about healthy lifestyles and count the carrots out for their friends to share at snack time.
- The manager and her team are committed to improvement and have a clear understanding of the strengths and weakness of the setting. Staff focus strongly on promoting positive outcomes for all children. Children make good progress from their starting points.
- Staff have good working relationships with other professionals involved in children's care, such as health visitors. This practice helps staff to put appropriate support in place quickly for children when needed.
- Staff establish effective partnerships with parents. They value parents highly and involve them in all aspects of their children's learning. For instance, they regularly ask parents and children to send in photographs of themselves while at home, which are used as starting points for conversations.

It is not yet outstanding because:

- Staff sometimes miss opportunities for children to extend their understanding of how to manage risks and handle tools and equipment safely.
- Staff do not consistently support younger children to adapt to changes in their play, for example, when sharing resources with peers.

What the setting needs to do to improve further

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

- enhance opportunities for children to purposefully learn how to manage some risks and take appropriate safety measures, particularly when using tools and equipment
- provide sensitive support for younger children to adapt to changes in their play, especially when they are beginning to understand the idea of boundaries and sharing resources.

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 and they discussed their findings.
- The inspector discussed planning and children's progress with the key persons and the manager. She discussed staff suitability and qualifications and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with parents and children and took account of their views.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a welfare concern about a child. Recruitment procedures are robust. Regular support meetings provide opportunities for staff training and to discuss ideas and share good practice. The manager and staff evaluate their practice effectively and identify areas of development for the nursery well. They use these reflections to make improvements to their current practice. The manager monitors the overall effectiveness of the educational provision and quickly addresses any gaps in children's learning progress through individual planning.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. For example, staff encourage children to count the blocks as they build with them and promote their creativity through finger painting and chalk pictures. Staff encourage young children to engage in sensory activities such as 'washing' dolls in shaving foam. Older children learn simple mathematical concepts, such as quantity, as they fill and empty a variety of containers with water. Staff involve themselves in children's play and activities, such as imaginative play when making 'jet packs'. Staff talk to children about what they are doing, giving lots of praise and encouragement. This helps develop children's confidence to try new experiences and to persist at their chosen activity.

Personal development, behaviour and welfare are good

Children form strong bonds with key persons, who are responsive to children's needs. Babies look to staff for comfort and support, which helps them to feel at ease. Staff place an emphasis on developing children's emotional well-being. Children are confident and behave well. They talk freely with staff and follow their good example to treat others with respect. Older children learn about similarities and differences between each other. For example, staff read them stories which lead them to discuss how everyone's family is different. Young children and babies are encouraged to test their physical skills. For instance, babies are given time on their tummies, while young children practise climbing up and down the garden ramp.

Outcomes for children are good

Children are motivated to learn and are encouraged to develop a wide range of skills in readiness for school. For example, they freely access paper and clipboards and spend time practising their early mark-making skills. Children's independence is promoted well. For instance, staff encourage all children to complete simple tasks, from wiping their hands and faces to serving their own lunches. All children make good progress from when they first start. The move between rooms is handled slowly and sensitively. Children are emotionally ready for their move through the nursery and eventual move to school.

Setting details

Unique reference number	EY463399
Local authority	Hampshire
Inspection number	1069346
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	90
Number of children on roll	79
Name of registered person	MIDAS (FARNBOROUGH) LIMITED
Registered person unique reference number	RP907051
Date of previous inspection	21 January 2014
Telephone number	01252 518 178

Playdays Farnborough nursery registered in 2013. The nursery is situated in Farnborough, Hampshire. It operates between 7.30am and 6.30pm, Monday to Friday, for 51 weeks of the year. There are 14 members of staff, of whom 11 hold appropriate early years qualifications at level 3 or above, including one member of staff who has qualified teacher status. The provider receives funding for the provision of free early education to children aged two, three and four years.

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