

# Playtime Day Nursery

Church Rise, Chessington, Surrey, KT9 2HA



## Inspection date

10 April 2018

Previous inspection date

25 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children play and learn in a well-resourced nursery where their safety and well-being are of the highest priority. Children learn how to keep safe. For example, they become safety officers and offer ideas to staff of how to keep the nursery safe.
- The managers implement an ethos of continual reflection well. They include the views of staff, parents and children to help them ensure that the nursery provides good-quality care and learning.
- Children show an interest in books. They enjoy spontaneous occasions when staff and children sit and read stories together, which supports their language and literacy.
- Children's behaviour is exemplary and British values are embedded in practice. Staff are positive role models. They expertly adapt the wide range of methods to engage children to be kind and caring towards each other.
- Staff establish good partnership working with parents and other professionals. This leads to targeted programmes of effective support for children and families. Parents enjoy events, such as parents' evenings, and appreciate the staff's ideas on how to continue their children's learning at home.

### It is not yet outstanding because:

- Staff do not consistently recognise opportunities that arise to challenge the abilities and thinking skills of older and most-able children.

## What the setting needs to do to improve further

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

- provide more opportunities to challenge the thinking skills and abilities of older and most-able children.

### Inspection activities

- The inspector checked the suitability of staff and the standards of the children's play environments.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation in each of the playrooms with the manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as records on children's progress and staff supervision.
- The inspector spoke to a selection of parents during the inspection and took account of their views. She also looked at written feedback provided by parents.

### Inspector

Gillian Cubitt

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The managers use innovative ways, such as quizzes, to embed staff's understanding of child protection and how to protect children from harm. All staff thoroughly understand the safeguarding procedures of their local authority and are able to act immediately if they have a concern. There are robust systems, such as safe recruitment and regular supervision by managers, to check and monitor staff suitability. The managers provide staff with good support in their professional development, which helps to nurture and maintain a strong team. For example, a recent initiative on the senses engaged the staff in understanding the importance of testing children's sight and helping them to use their 'listening ears'.

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

Children have an abundance of stimulating resources that staff organise well to provide children with a good balance of experiences across the different areas of learning. Babies happily explore natural and interactive toys, such as watching their movements in mirrors. Toddlers explore paints using their fingers as well as other resources, such as sponges and large spoons, to make marks. Staff effectively engage children in role play. For example, they eagerly talk about what they find in the grocery shop. Children handle fresh fruit and vegetables, learn their names and discover how they are beneficial to their health. Staff encourage older children to recognise their name and, when they are ready, teach them to form the shapes of letters. Children count and recognise numbers, and staff use the height chart effectively to help children to recognise size and growth.

### Personal development, behaviour and welfare are outstanding

Settling-in procedures are wholly tailored to meet the specific individual needs of children and parents. Babies, in particular, benefit from their dedicated key person who gathers extensive details, for instance, about the wider family. This includes photographs, which children love to see. Children excel in their physical development. Babies and toddlers are extremely active, such as rolling balls down towers, eagerly watching where they go. Older children are highly competent. For example, they put on their coats and boots and, whatever the weather, use the outdoor play to their maximum benefit. They squelch mud, make pies and confidently practise climbing and balancing skills. Children enjoy highly nutritious, home-cooked meals that fully take into account their explicit dietary needs to ensure their healthcare needs are met to the highest level.

### Outcomes for children are good

Babies and children develop the skills and knowledge they need for the next stage in their learning. Older children are well prepared for school when the time comes. Children show extremely high levels of independence, particularly in their healthcare and eating habits. They learn about the needs of others in their activities, such as visiting older residents. This helps to develop their good social skills and they make strong friendships.

## Setting details

<b>Unique reference number</b>	131825
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1133763
<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 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Mr R D Burge & Mrs J L Burge Partnership
<b>Registered person unique reference number</b>	RP521929
<b>Date of previous inspection</b>	25 August 2016
<b>Telephone number</b>	020 8397 2800

Playtime Day Nursery opened in 1979. It is located in Chessington, in the Royal Borough of Kingston upon Thames. The nursery is open each weekday from 7.30am to 6pm all year round, except on public bank holidays. There are 22 members of staff employed at the nursery, 15 of whom hold appropriate early years qualifications. This includes one staff member who holds early years professional status and three staff members who hold a degree in early years. The nursery receives funding to provide free early education for children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

