

Play Away Day Nurseries Ltd

43 High Street, Totton, Southampton, Hampshire SO40 9HL



Inspection date	13 August 2019
Previous inspection date	8 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 management team is proactive at self-evaluation and successfully gains the views of children in the nursery. It focuses on giving all children including those who have additional needs appropriate tools to communicate their wishes. This values children's contribution.
- Practitioners know the children and their families well. They can talk confidently about their key children's interests and where they are in their learning. They plan for children's next steps and use observations to monitor their progress effectively. This has a positive impact on the outcomes children make.
- Children behave well and show confidence when accessing their chosen play. Practitioners act as good role models and show patience and kindness to both colleagues and children.
- Children make good progress from their starting points and show motivation to learn. Children with additional needs are supported well as practitioners develop effective partnerships with other professionals. This allows them to receive all the support needed to help build solid foundations for their learning.
- Parents speak highly of the regular exchange of information they receive from their children's key person. They are very well supported to extend their children's learning at home. For example, practitioners prepare activity bags. This collaborative approach contributes to the overall well-being of children.
- Although practitioners have regular supervision meetings, the arrangements for monitoring their performance are not successfully embedded in order to raise the quality of all practitioners' teaching to the highest level.
- At times, practitioners do not fully support younger children to manage tasks for themselves, to help develop their independence and self-help skills further.

What the setting needs to do to improve further

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

- place a stronger focus on monitoring staff practice to raise the good quality of teaching to the highest level
- provide further opportunities for younger children to do things for themselves to develop their independence further.

Inspection activities

- The inspectors observed the quality of teaching in all rooms to assess the impact on children's learning.
- The inspectors completed two joint observations with the manager and room manager, in the younger age room and in the older age room to discuss and evaluate practice.
- The inspectors sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspectors spoke to parents, staff and children and took into consideration their views.
- The inspectors tracked children's learning and development from their starting points to view progress made.

Inspectors

Hayley Doncom

Janet Thouless

Inspection findings

Effectiveness of leadership and management is good

The management team has a clear vision for the nursery and sets high expectations of the standard of care and education it expects for children. It praises the practitioners in voicing their views and helping develop the nursery further. The management team works together to successfully monitor children's progress. It identifies any potential gaps and swiftly develops plans to overcome these. Safeguarding is effective. Practitioners demonstrate a robust understanding of child protection. They know how to recognise and respond appropriately to any concerns they have in relation to children's welfare. Risk assessments are used effectively to remove potential hazards throughout the environment.

Quality of teaching, learning and assessment is good

Practitioners skilfully observe children to find out their interests and how they like to learn. They pay particular attention to the details in children's routines to support children with special educational needs and/or disabilities. Practitioners follow children's emerging interests. For example, babies indicate they want to play outdoors. Younger children are encouraged to enjoy books. They become very involved and join in with familiar phrases. This develops their early literacy skills. Older children develop their communication and language skills through focused listening and attention groups. This helps them build their concentration levels and prepares them well for school. Practitioners provide stimulating activities that capture children's interests, such as 'hide the puppets' and exploring coloured dough.

Personal development, behaviour and welfare are good

Practitioners provide clear and consistent boundaries to help children understand what is expected of them. They give clear explanations to older children. This helps them understand what it is the practitioners are asking and why they are asking. This develops an environment of mutual respect and develops children's social skills. Babies are content in their surroundings. They are eager to explore sensory mats and show delight when relaxing in a cosy den. Children thoroughly enjoy spending time outdoors and are given regular opportunities to be physically active and explore nature. They excitedly share the snails and worms they have found and talk about being gentle in returning them back to the soil. This demonstrates children's sensitivity and understanding of others.

Outcomes for children are good

Children who are learning English as an additional language show delight in sharing their favourite books in their home language. This develops a positive sense of themselves. Younger children learn social skills as they play alongside one another. Older children develop early literacy skills and their understanding of different letters and sounds. For example, they sing along to rhyming songs and confidently tap to the beat. Children show an interest in developing their fine-motor skills as they practise forming letters from familiar words.

Setting details

Unique reference number	EY275052
Local authority	Hampshire
Inspection number	10108562
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	122
Number of children on roll	131
Name of registered person	Play Away Day Nurseries Limited
Registered person unique reference number	RP902258
Date of previous inspection	8 April 2013
Telephone number	02380 862 169

Play Away Day Nurseries Ltd in Totton, Hampshire is one of three nurseries of the same provider. It registered in 2003. The nursery is privately owned and managed. It is open each weekday from 7.30am until 6.30pm for 51 weeks a year. The nursery receives government funding for children aged two, three and four. There are 22 members of staff working with the children. The owner and senior manager hold a degree in early years, 16 staff hold a qualification at level 3 and one practitioner is working towards her level 3. The setting employs an administrator, a full-time cook, a kitchen assistant and two lunchtime supervisors.

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