

Inspection of Play Away Day Nursery

Grasmere Drive, Beechwood, Runcorn, Cheshire WA7 2TT

Inspection date: 13 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children at Play Away Day Nursery are happy, settled and safe. The key-person system is embedded and children form secure attachments with staff. Babies are enthralled as they enthusiastically copy and sing action songs. They giggle with glee as they move their bodies to the music. Toddlers cheerfully ride around the outdoor area on scooters and make marks on the floor using chalks.

Leaders are passionate about providing high-quality early education for children. They have devised a curriculum that is rich in language and fully promotes children's well-being. Staff teach children about emotions in an impressive way. They teach them words to describe their feelings from a young age. This helps children to express their emotions effectively. Older children become engrossed in their daily mindfulness session. They practise breathing and notice the difference in their heartbeat as their bodies become relaxed. This helps children to regulate their emotions and to calm their bodies down after lunchtime.

Children are becoming very independent learners. Younger children feed themselves and put their own coats and shoes on. Older children carry their own lunches from the serving counter to their tables. They use cutlery confidently to eat their lunch. Staff are positive role models for children. Children's behaviour is good. They play well together and share toys and resources.

What does the early years setting do well and what does it need to do better?

- The manager works alongside staff and provides ongoing evaluation, coaching and support. Leaders have forged effective partnerships with local schools and a range of professionals. They work incredibly well with relevant agencies. This helps to improve staff's knowledge of how to support children, including those with special educational needs and/or disabilities (SEND). The highest priority is given to staff's morale and well-being. Counselling sessions are available to staff if needed.
- Staff have formed positive relationships with parents. Parents praise the nursery staff for the support they give to children and their families. Self-evaluation includes the views of staff, children and parents. Parents benefit from the lending library where they can bring books in from home and swap them with nursery books. Staff suggest how parents can help children to achieve the next steps in their learning. This helps to support children's learning at home.
- Children learn how to develop healthy lifestyles, including understanding the importance of exercise. The nursery provides healthy and nutritious food. Children have ample opportunities to be physically active. They show good control in both small and large movements. Babies enjoy practising their throwing skills in the ball pond. They enjoy exploring jelly as they squeeze it in

their hands. Toddlers fill cups up with water and carefully transfer it into different containers. Older children work as a team as they practise their tennis skills outside. Their physical development is further extended by their weekly 'Active Soccer' sessions.

- Children develop positive attitudes to their play and they are eager to learn. Their communication and language skills are developing well. Leaders have recently implemented an initiative to further support children with their speech and language development. Staff talk with children about what they are doing. This helps children to link words to actions. For example, staff extend children's vocabulary as they describe different types of weather by looking at pictures. Staff plan exciting activities for children. This helps to motivate and excite children to learn. However, systems are not consistent within the nursery. Staff sometimes miss opportunities to explain to children about what is expected of them during activities.
- The mental health mentor and special educational needs coordinator provide regular training sessions to staff that promote children's well-being. Children learn about friendships and feelings from a young age. Staff teach children to celebrate each other's similarities and differences during regular circle time sessions. As a result, children are extremely considerate and thoughtful to their peers. For example, they run over and comfort their friends when they fall over outside and encourage them to join in games. Staff take children on outings to the local nursing home, where they spend time with the residents. They teach children about different cultures and diversity within families. This helps children to learn about people and families that are different to their own.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. The manager ensures that staff keep their knowledge up to date through attending training courses and discussions in staff meetings. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. The manager ensures that staff have the necessary skills to fulfil their roles in the nursery. Risk assessments are completed to minimise any risks to children. Children are supervised well in all areas of the setting.

What does the setting need to do to improve?

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

- help children to understand what is expected of them by providing clear explanations and instructions.

Setting details

Unique reference number	303448
Local authority	Halton
Inspection number	10129131
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	107
Number of children on roll	104
Name of registered person	McGovern-Scott, Grainne Mary
Registered person unique reference number	RP909510
Telephone number	01928 577 855
Date of previous inspection	6 November 2015

Information about this early years setting

Play Away Day Nursery registered in 1993. The nursery employs 37 members of childcare staff. Of these, 32 hold appropriate early years qualifications ranging from level 2 to level 7. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and evaluated the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children during the inspection.
- A meeting was held between the inspector and the nursery leaders. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents were spoken to during the inspection, and the inspector took account of their views.

We carried out this inspection 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.

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