

Inspection of Play A Way Day Care Centre

Oddfellows Hall 2A, Vicarage Road, Gillingham, Medway ME7 5HZ

Inspection date: 6 August 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident at the safe and welcoming nursery. They enjoy the challenging learning experiences that staff plan for them. For example, children excitedly learn about dinosaurs and research their different names, such as triceratops. Children have good opportunities to develop their imagination. For example, they use props to act out their favourite stories, such as 'The Tiger Who Came to Tea'. Staff extend children's learning well. For instance, when children are interested in cars, staff turn the role play area into a garage and children enjoy becoming mechanics. Children have good opportunities to develop their physical skills. They explore different ways to move their bodies, such as dancing to music and balancing on stepping stones. Children learn the importance of following good health and hygiene routines. They thoroughly wash their hands with independence and talk about why they wash the germs away. Children learn about other people's differences from around the world. This includes the festivals that other cultures celebrate. For instance, they learn about Ramadan. Staff use additional funding effectively to meet the individual learning needs of children. For example, they have purchased mathematical games to build on their interest in numbers.

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

- Staff establish secure and trusting relationships with children. They know each individual child and their personality well. This helps them to plan activities that they know children will enjoy. For example, when children enjoy playing with cars, they go on to make 'tyre' marks as they push the cars through paint and play dough. Staff are positive role models. Children behave well and are polite. They recap the rules and know what is expected of them. Children feel valued and listened to. For instance, they take votes on what games they would like to play at group time.
- The manager closely monitors the good quality of education and care that staff provide. She routinely observes staff teaching children and provides them with helpful feedback to support their performance. For instance, she encourages them to think about how they can extend the activities when carrying them out again. This helps staff keep children engaged in their learning experiences. Staff make good use of regular training. They have recently learned about the different ways to manage children's behaviour. As a result, they have implemented a calming dark den and encourage children to take time to themselves in it if they feel overwhelmed.
- Overall, children develop good communication skills and enjoy singing songs and listening to books. Staff reinforce the correct pronunciation of words sensitively and ask some good questions. However, these tend to be closed questions, providing children with an option of just two possible answers. Staff do not consistently ask children high-quality open-ended questions to fully encourage

them to share their thoughts and develop their good communication skills even further.

- Children have some good opportunities to learn about the natural world around them. For example, on occasion, they plant items such as cress seeds and carry out insect hunts. However, staff do not consistently and fully build on children's interest to explore and investigate the natural world around them.
- All children, including those who have special educational needs and/or disabilities, are well supported by staff to make good progress. Staff liaise closely with outside professionals and share beneficial ideas and strategies for children. For instance, after speaking to a speech and language therapist, staff have implemented more visual prompts into their routine, such as picture cards.
- The manager and staff build and maintain positive partnerships with parents. They keep them well involved and informed in their children's learning and progress. For example, staff routinely share information and photographs of children's achievements. Staff encourage parents to share information about what children have enjoyed doing at home. Staff share useful advice and tips to support parents. This includes children's toileting tips, and healthy eating and recipe ideas.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, demonstrate a good knowledge and understanding of safeguarding and child protection. They know how to follow up any potential concerns and who to contact to seek advice. Staff keep their knowledge up to date and complete regular safeguarding training. They complete thorough risk assessments to help keep children safe. This includes monitoring how they minimise the risk of COVID-19 (coronavirus). For example, there are thorough handwashing procedures in place. Staff deep clean the toys and resources routinely. Children learn how to keep themselves and others safe. For instance, when they go on walks in the local environment, they talk about how to cross the road safely.

What does the setting need to do to improve?

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

- strengthen staff's use of questioning to further enhance children's communication and language skills
- build on children's ideas and interests to explore and investigate the natural world further.

Setting details

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| Unique reference number | EY556708 |
| Local authority | Medway |
| Inspection number | 10190379 |
| 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 at time of inspection | 3 to 10 |
| Total number of places | 35 |
| Number of children on roll | 79 |
| Name of registered person | Play A Way Nurseries Limited |
| Registered person unique reference number | RP556707 |
| Telephone number | 07961143106 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Play A Way Day Care Centre registered in 2018. It is located in Gillingham, Kent. The setting is open Monday to Friday, from 7.30am until 6pm, for 47 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 12 members of staff, 10 of whom hold relevant early years qualifications at level 2 and above. This includes one member of staff who holds a level 4 qualification and one member of staff who holds an early years qualification at level 6.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and staff, and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning experiences they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the owner of the setting, the manager, children, parents and staff at convenient times and considered their views.
- The inspector carried out a joint observation with the manager during an imaginative play activity.

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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