

Inspection of Playday (caversham) Ltd

Hemdean House School, Hemdean Road, Caversham, Reading, Berkshire RG4 7SD

Inspection date: 10 February 2022

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 love coming to this nurturing nursery. Staff want each child to succeed. Staff support children to progress well from their starting points, including those children with special educational needs and/or disabilities. Children settle well, make friends and play together cooperatively. They form close relationships with staff, who know them well. The children feel valued and readily share ideas. For example, children suggest creating a car wash game when playing with water and bubbles.

Children's communication skills are enhanced well. For example, younger children explore food and hear words such as 'crunchy' and 'hard'. From an early age, children show a love for books. Staff offer well-planned activities based on stories. For instance, they create a tea party, where children role play the characters from 'Alice in Wonderland'.

Children develop good physical skills and enjoy plenty of opportunities for fresh air, such as when they paint in the garden and use keys to open padlocks. Children are excited by a well-resourced learning environment, which is clean, safe and inviting. They are prepared well for their next stage in learning. For example, older babies use forks skilfully and older children put on and take off their own coats independently.

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

- Leaders are dedicated and demonstrate high aspirations for the setting. They identify where improvement is needed and work towards making the nursery even better. Staff are supported with training to strengthen their knowledge and benefit the children. For instance, the staff have worked together on a garden project, which offers wonderful opportunities for children to develop their curiosity and learn new skills.
- Leaders value their staff and hold regular well-being sessions. This results in high staff morale and a commitment to do well.
- Leaders work closely with staff to identify any gaps in children's progress in a timely way. They seek the advice of outside agencies so that all children are supported to learn to the best of their abilities. For instance, staff address gaps in children's communication and language skills by teaching them to use picture communication boards to help them express what they want to do.
- Overall, staff are skilful at interacting and questioning to further children's learning. However, some staff do not consistently challenge children to extend their knowledge. For example, older children comment that ice melts like chocolate but staff do not expand on the conversation and explore this further to deepen their understanding.

- Leaders take into account the effects of the COVID-19 pandemic on children's personal, social and emotional development. They put effective systems in place to help children manage their emotions. For example, children talk about how they could be happy if they are feeling sad and competently use words such as 'endorphins'.
- Parents are very positive about their children's experiences at nursery and describe it as 'a great big hug'. They comment on how keen their children are to talk about their day. Parents are well informed through a daily exchange of information, emails and monthly newsletters. They are actively involved in their children's learning. For example, parents helped their children to bring in materials to build an igloo.
- Staff work hard to establish consistent routines. They support younger children throughout the day with songs. For example, staff sing songs for morning greetings and mealtimes. Older children know the routines well. As a result, they behave well because they know what will happen next.
- Children are well prepared for their move to school. Leaders link effectively with local schools prior to children moving on to the next stage in their education. For example, leaders use the same phonics scheme as the local school. This provides a seamless approach to children's developing reading and writing skills. Children show an interest in learning phonics and some children are able to use this knowledge to read simple words.
- Children are well equipped for life in modern Britain. They are immersed into the different ways that festivals and traditions are celebrated. For example, children speak with great interest and confidence about Chinese New Year.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to protect children and keep them safe from risk of harm. Staff recognise the potential signs and symptoms of abuse and understand the local procedures to follow if they need to seek further help or report any concerns. They understand wider safeguarding issues and how to recognise children who may be at risk, such as from extreme behaviours and views. Staff are continuing to develop their awareness of local safeguarding matters. Leaders follow robust procedures to check that staff are suitable to work with children. Staff carry out regular risk assessments of the environment and resources to identify and minimise risks to children's safety.

What does the setting need to do to improve?

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

- focus staff's interactions with children even more sharply so that they make the most of opportunities to extend and broaden children's knowledge and

understanding.

Setting details

Unique reference number	2527781
Local authority	Reading
Inspection number	10215077
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	0 to 4
Total number of places	48
Number of children on roll	55
Name of registered person	Playday (Caversham) Limited
Registered person unique reference number	2527780
Telephone number	07805 200261
Date of previous inspection	Not applicable

Information about this early years setting

Playday (Caversham) Ltd registered in July 2019. The nursery is situated within the grounds of Hemdean House School in Caversham, Berkshire. It is open from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year. There are a total of 15 staff members who work with the children, 12 of whom hold a relevant childcare qualification at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a communication and language activity with the nursery manager.
- The inspector observed the quality of the education being provided indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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