

Inspection of Playdays Nursery

Playdays Nursery, Eastbourne Road, Blindley Heath, Lingfield RH7 6JR

Inspection date: 24 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop close friendship bonds with each other and the staff team. They welcome each other into the setting and walk in holding hands. Older children show great pride as they introduce their much younger siblings to their friends. Children behave well. They play harmoniously together and demonstrate the skills that staff have taught and they have learned, to enable them to share and take turns. For example, older children wait for others to have their go on the garden equipment and do this without intervention from staff. Children develop a good knowledge of similarities and differences. This enables them to learn about tolerance and show empathy.

Children thoroughly enjoy outdoor play and benefit from having the choice of where they wish to play. Babies watch in awe and wonder as they see the bubbles floating and pop as they land on their hands. Older children run around trying to catch the bubbles, squealing with delight. Staff skilfully extend this to a game of chasing the bubbles, enhancing children's enjoyment. They understand the differing ways that children learn and why they play in particular styles. For example, where children show fascination in lining up items or moving them from place to place, staff provide resources to enable them to do this. Children access an environment that staff plan successfully to help ensure that all children make the progress they are capable of.

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

- The manager has a clear intent for the curriculum that is ambitious for all children. She understands that plans for the nursery are consistently evolving depending on the current needs of those children attending. For example, recent improvements have been made to the garden areas to further increase children's overall development.
- Staff know each child's personalities and developmental stages in depth. This enables them to plan purposeful activities and experiences for each child based upon what they need to learn next. This means that children gain and practise new skills continuously. For example, they identified that toddlers needed more opportunities to build physical skills. Therefore, they revised the outdoor area and secured resources to allow toddlers to develop the skills they need to be able to climb and balance.
- Both staff and children use simple signing to aid in communication. For example, when asking for more water, a child signed this as well as using his words, showing that this has been learned. However, staff occasionally mispronounce letter sounds or do not repeat correct the pronunciation of words and phrases. This does not always help to further improve children's speaking skills.
- Children with special educational needs and/or disabilities and those learning

English as an additional language make good progress from their starting points. Staff use additional funding to good effect to enhance their learning further. They readily work with other professionals, such as speech therapists, to close gaps in learning swiftly.

- Children show a clear understanding of the daily timetable. However, on occasions, some staff carry out routines, such as nappy changes, at times when children are engrossed in their chosen play. This disrupts their play and learning. Also, some staff do not make the most of aspects such as mealtimes to engage children in further learning opportunities.
- Staff receive effective support from the manager and each other. There is a clear team ethos which enables all staff, including newer members, to have a good sense of well-being. Staff have consistent opportunities for individual meetings where they identify further training to enhance their professionalism.
- Partnerships with parents are good and this extends to effective links within the community. Parents speak positively about the communication they have with staff, not only on a daily basis but also throughout the COVID-19 pandemic. They comment on the varying methods staff use to share developmental information effectively on a continual basis. This helps parents to support their children's learning at home.
- Children have countless opportunities for early mark making, where they develop good small muscle skills. For example, babies and toddlers use chunky paintbrushes to dab water onto the mat. Older children sit for long periods of time creating drawings of others, which they give as gifts to staff. Children also take great delight in attempting to draw around each other on the ground in the garden with chunky chinks.

Safeguarding

The arrangements for safeguarding are effective.

Children learn to have a good understanding of their own safety through clear direction. Staff help children to talk through their actions to keep themselves and other safe. For example, they explore and negotiate when it is safe to crawl under the balance planks and then to wait for their friends to walk along. Staff complete daily risk assessments of the nursery environment to highlight and minimise any hazards. Staff have a secure knowledge of effective child protection procedures, including the wider aspects of safeguarding. For example, they have regular training to keep their knowledge of different cultural practices and extreme views and behaviours up to date.

What does the setting need to do to improve?

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

- build on staff's use of the correct pronunciation of letter sounds, words and

phrases to enhance their speaking skills

- support staff to ensure that nursery routines do not disrupt children's play and that they make the most of mealtimes to further enhance children's learning.

Setting details

Unique reference number	EY498895
Local authority	Surrey
Inspection number	10207512
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	44
Number of children on roll	53
Name of registered person	Midas Lingfield Ltd
Registered person unique reference number	RP901057
Telephone number	01342 832218
Date of previous inspection	2 December 2016

Information about this early years setting

Playdays Nursery registered in 2016. It operates from a converted Victorian building in Blindley Heath, Surrey. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. It receives funding for free early education to children aged two, three and four years. There are 11 members of staff, nine of whom hold relevant early years qualifications.

Information about this inspection

Inspector

Helen Penticost

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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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