

# Inspection of Playdays Nursery

13 Barton Road, West Kensington, London W14 9HB

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Inspection date: 29 March 2022

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

### The provision is good

Children show high levels of emotional security, confidence and self-esteem. They arrive happily at Playdays Nursery and settle very quickly. This is because children receive a warm welcome from staff, who speak to them in a gentle and reassuring manner. Children enjoy spontaneous cuddles and positive interactions with staff, which supports their emotional well-being effectively.

Children learn how to play safely. As a result, they are able to share resources and play cooperatively. For instance, toddlers take turns as they crawl, climb, jump and balance on the outdoor apparatus. During a dance session indoors, they are good at following and listening to instructions from adults. This enables toddlers to enjoy and move freely to music and action songs. For example, they exercise their arms and legs and wiggle their bodies with increasing confidence.

Children respond positively to the high expectations from staff. For instance, even babies and very young children learn to feed themselves at mealtimes. This is highly successful in supporting children's independence skills.

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

- The provider and manager work well together as a team. They include the views of other professionals and parents to help evaluate the quality of the provision. Recent changes include improvements in the indoor environments to support children's various physical development.
- Parents cannot praise the nursery highly enough. They especially appreciate staff's genuine care and concern for their children. The communication between parents and staff is also effective. This strong partnership enables children to receive continuity of learning.
- The manager provides staff with good levels of support and guidance to develop their teaching practice. For example, following training, staff have considered the impact that background noise is having on children's ability to learn. This has had a positive impact on children's concentration and behaviour. However, the support and training are not focused sharply to identify how individual staff can raise their teaching to the highest level.
- Staff put a strong emphasis on building relationships with children and their families. For example, they carry out home visits and make effective use of the information to plan various activities. This motivates children to learn and play well.
- Staff provide children with healthy meals and snacks. However, not all staff are consistent with teaching children about healthy habits. For example, occasionally, they forget to remind children to wash their hands before handling food. This does not fully promote children's good health.

- Staff provide children with a curriculum which is broad and balanced. They help children to acquire the skills and knowledge they need to prepare them for school. For example, staff narrate children's play, read books and sing songs to develop children's language skills. Children are progressing well from their various starting points.
- Staff observe and assess children's learning effectively. They are quick to identify and refer any additional needs children may have. This ensures that children and their parents get the support they need.
- Children behave well. This is because staff model good behaviour. For example, they show kindness, use polite words and encourage children to form positive friendships.
- Children learn about similarities and differences between people. For example, they see pictures of themselves and other children with their families on display. Children also learn about the community in which they live. They experience various cultural and religious celebrations in the setting, such as Diwali and Chinese New Year.

## Safeguarding

The arrangements for safeguarding are effective.

The manager gives a high priority to children's safety and welfare. For example, she carries out rigorous checks to identify and deter individuals who are unsuitable to work with children. The manager also ensures that staff receive the training they need to keep their knowledge of safeguarding up to date. Staff have a good understanding of indicators of abuse, including extremist views and behaviours. They know how to report any concerns about a child's welfare to relevant agencies. Children receive good levels of supervision from staff. They play in an environment which is safe and secure.

## What does the setting need to do to improve?

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

- extend the opportunities for individual staff to engage in targeted professional development to raise the quality of teaching to the highest level
- enhance staff's understanding of hygiene practices, with particular reference to washing hands before mealtimes.

## Setting details

<b>Unique reference number</b>	143791
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10137950
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	21
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Playdays Day Nursery & Nursery School Limited
<b>Registered person unique reference number</b>	RP911369
<b>Telephone number</b>	020 7386 9083
<b>Date of previous inspection</b>	26 February 2016

## Information about this early years setting

Playdays Nursery registered in 1995 and is located in the London Borough of Hammersmith and Fulham. It is open each weekday from 8am to 6pm, for 51 weeks of the year. There are six members of staff, three of whom hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## 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 provider, the manager and the inspector completed a learning walk together. The manager explained to the inspector how staff plan and implement their curriculum.
- The inspector checked evidence of the suitability and qualifications of staff working with children and other required documents.
- Parents spoke with the inspector and shared their views on the quality of the provision.
- The manager and the inspector conducted a joint observation of an outdoor activity. Together, they evaluated the impact this has on children's learning.
- The inspector tracked children's progress and spoke with staff to find out how they support children's learning. She interacted with children at appropriate times during the inspection.

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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