

# Inspection of Playdays Nursery

15 Simpasture Gate, NEWTON AYCLIFFE, County Durham DL5 5HH

---

Inspection date: 12 April 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 Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children enter this setting excited and happy to be there. Staff are warm, caring and nurturing. Children quickly form close attachments to staff and feel confident to play and explore the environment. Children behave very well. They share and take turns. Older children play cooperatively with their friends. For example, they collaborate well as they use a microwave in the mud kitchen. Children show high levels of concentration as they mix mud and water and make tea for everyone.

Children have many opportunities to develop their physical skills. Older children make their own obstacle course from wooden planks and tyres. Furthermore, they dance to music and skilfully weave ribbons through a wooden tree. Toddlers use push along vehicles and build with large wooden blocks. Babies have opportunities to walk, crawl and climb on small slides in the outdoor area. This helps to develop children's large- and small-muscle skills. Children are very independent. Older children confidently put on their coats as they go outside to play. Toddlers are beginning to serve themselves lunch, with the support from staff. All children independently select their own equipment and resources. This helps children to develop skills they need for the next stage in learning, including school.

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

- Partnerships with parents are a strength of the setting. Parents know what their child is learning, through conversations and the use of an online system. Staff share information with parents to help them to understand how children's learning can be further supported at home. Parents comment that 'staff are caring and compassionate'.
- There is very good support for children with special educational needs and/or disabilities. The special educational needs coordinator works closely with key staff to develop individual learning plans for children. Staff work in close partnerships with a range of professionals to support children to reach their full potential.
- Children understand the expectations of the setting and listen to staff when they need some guidance and support. Staff provide gentle reminders to children to use their 'walking feet' when inside the setting. Older children say please and thank you without being prompted. Children behave very well.
- The manager's intent for the curriculum is clear. Generally, staff plan an ambitious curriculum that is exciting and interesting. However, sometimes the activities planned do not always provide enough challenge for the children involved. For example, when carrying out a planned cooking activity, children were not challenged enough to think about what might happen next. That said, children still make good progress from their starting points.
- Staff understand the importance of developing key-person relationships and

support children to move rooms using well-planned transitions. Staff gather detailed information about children's backgrounds and developmental starting points. They use this information to help children settle quickly. Where children struggle to settle, staff work closely with families to support them. For example, they organise extra visits. This helps children to develop their confidence and well-being.

- Leaders place high priority on staff well-being. Staff are happy and feel well supported in their roles. They have regular meetings and individual supervision sessions. However, there is scope to further develop the supervision and mentoring that staff receive to raise the quality of their teaching to an even higher level.
- Staff teach children good hygiene practices. Older children show high levels of independence with their self-care skills. They know to wash their hands before eating and after using the toilet. Toddlers learn to wipe their own noses and wash their hands afterwards. Children talk confidently about using soap to 'wash the germs away'.
- Staff place a strong emphasis on supporting children's communication and language skills. They speak clearly and ask questions. Staff provide a constant dialogue during activities. Older children sing songs and staff encourage them to use sign language as they sing. Staff engage with babies when they are babbling to support them to hear words and begin to join in conversations. Children foster a love of reading as they spend time looking at books independently and with staff. As a result, children are becoming confident communicators.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe. They understand their roles and responsibilities in protecting children. Staff know who the nursery's designated safeguarding leads are. They have good knowledge of the signs and symptoms that may indicate that a child is at risk of harm. The manager and staff are clear about what action to take if an allegation is made about a member of staff. Staff are aware of the 'Prevent' duty guidance and female genital mutilation. All staff carry out regular risk assessments to ensure the environment is safe for children. They effectively supervise children as they play indoors and outside.

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

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

- differentiate planned activities and interactions further to ensure they offer suitable challenge and meet the developmental needs of all children
- strengthen the supervision, coaching and mentoring of staff to focus even more

effectively on enhancing the already good teaching.

## Setting details

<b>Unique reference number</b>	EY387645
<b>Local authority</b>	Durham
<b>Inspection number</b>	10220103
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Nursery Group Limited
<b>Registered person unique reference number</b>	RP905563
<b>Telephone number</b>	01325312050
<b>Date of previous inspection</b>	2 September 2016

## Information about this early years setting

Playdays Nursery registered in 2009. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday and 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

Julie Campbell

## 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, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- 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 with the manager.
- Parents shared their views of the setting with the inspector through written feedback.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022