

# Inspection of Playdays Farnborough

84 Alexandra Road, Farnborough, Hampshire GU14 6DD

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Inspection date: 9 May 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### The provision is inadequate

Children's welfare is potentially compromised due to weaknesses in meeting the safeguarding requirements. However, children build strong bonds with the staff and their friends. They are eager to enter the nursery setting and happily leave their parents and settle to play. Children enjoy the welcoming environment and the variety of resources and activities on offer to them.

Children follow their interests and engage in activities that interest them. They have good levels of concentration. Babies enjoy tummy time and exploring the resources around their room. They like feeling different textures on a wall and looking at themselves in mirrors. Babies love listening to stories and exploring the outdoor environment. Two-year-old children concentrate as they make pictures, play in the sand and construct with blocks to make a home for their animals. They develop a love of books and stories, and eagerly join in as staff read to them. Pre-school children play well together and learn how to problem-solve and negotiate with each other. Children behave well. They share and take turns from an early age. Children enjoy making play dough and being creative with it. They eagerly share how they have made 'strawberry ice cream' and scooped it into a cone, adding 'cherries' on top. Other children share how they have made 'chocolate and vanilla sundaes'. Children's dietary requirements are met and they receive a healthy diet. They have access to water during the day to remain hydrated. Children have daily fresh air and enjoy the garden areas.

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

- There have been a lot of changes to lead management of the setting over recent months. This has had an impact on how management is implementing the early years foundation stage requirements. At inspection, the required minimum staff-to-child ratios were not maintained in either the pre-school room or baby unit for a significant period at the start of the day. Unqualified staff were left in charge of children in a room by themselves. These breaches of requirements compromise children's safety, well-being and personal development.
- Daily risk assessment processes are in place to enable staff to ensure that the environment is safe for children to use. Sleeping children are regularly monitored, and a record is kept of this. Children are supervised in the garden and know that only two can go on the pirate ship at a time. However, particularly at the start of the day, staff do not consistently implement some of these processes to safeguard children. For example, safety gates to prevent children having unsupervised access to the stairs were left open. Staff walked past this on numerous occasions until it was addressed.
- There is a key-person system in place, along with a buddy for when a child's key person is not present. However, on the day of inspection, these key staff were

not available to support the youngest children when they arrived, to aid their settling in and ensure their needs are fully met right from the start.

- The youngest children enjoy a calming environment where they can explore objects while on their tummy. Staff based in the baby unit know children's interests and their developmental stages well. The younger babies are beginning to develop their physical skills and pull themselves up to test this out. Staff share how they have been focusing on making the room clearer for tummy time. However, there is minimal equipment currently in place to encourage babies' cruising and physical skills as they develop their confidence to walk.
- Pre-school children show good imagination as they 'cook' in the home area and pretend to be superheroes. They construct using blocks and play games with staff to create faces and share the emotions expressed on these. The large and airy pre-school room can become quite busy and noisy, which leads to staff having to talk louder than the children and noise levels rising. At times, what staff intend children to gain from the activities, and how they want to implement this, is not as effective as it could be due to the noise and movement in the room to enable all children to make the best possible progress.
- Managers provide a three-week induction programme and encourage staff to do additional training. Staff share how they have supervision from senior management, who they find approachable. Apprentices receive support from assessors and staff to develop their childcare knowledge. However, the identified breaches of requirements identify that monitoring of staff practice is not robust.
- Across the nursery rooms, staff plan a varied curriculum which builds on children's interests. Children are making good progress in their learning and development. Management is responsible for monitoring how staff implement a well-planned curriculum. In discussion with the new manager, who was on her first day, it was clear that she had a secure knowledge of the curriculum and how she plans to support staff to maintain this.
- Partnerships between parents and staff are positive. Parents share how their children like attending the nursery and are happy to go in to staff. They receive information, both verbally and through an online application, about their child's day and progress. Parents also use this application to share videos, pictures and information of their children's learning at home.
- Staff support the needs of children with emerging or identified special educational needs well. They liaise with parents and other professionals when needed, to ensure all children receive support to make the best possible progress.

## Safeguarding

The arrangements for safeguarding are not effective.

Breaches in requirements lead to children's safety being compromised. However, staff demonstrate a good understanding of child protection, and the designated safeguarding lead has a secure knowledge of her role and responsibility to safeguard children's welfare. Management implements safer recruitment processes to ensure that staff are suitable to work with children. Staff provide children with

guidance to help them learn how to keep themselves safe during their play and when interacting with the nursery pet. Management carries out fire evacuation procedures, logs these and identifies any actions which will aid swifter departure, such as moving the area where children may construct with bricks so these are not a hazard to exiting safely.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
maintain the minimum staff-to-child ratios at all times	16/05/2022
ensure the required staff qualification requirements are maintained at all times and unqualified staff are not left in charge of rooms	16/05/2022
ensure that procedures to ensure children remain safe within the premises are consistently implemented by staff	16/05/2022
ensure that children have access to a key person, buddy or familiar adult when they arrive, to aid their settling and sense of belonging	23/05/2022
improve the monitoring of staff practice to ensure safeguarding requirements are met and children remain safe.	30/05/2022

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

- review and develop the pre-school session routine to more effectively meet the learning intent for each child and enable them to make the best possible progress
- provide more opportunities for babies to pull themselves up and cruise around, to build on their physical skills in readiness for walking.

## Setting details

<b>Unique reference number</b>	EY463399
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10225873
<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 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Midas (Farnborough) Limited
<b>Registered person unique reference number</b>	RP907051
<b>Telephone number</b>	01252 518 178
<b>Date of previous inspection</b>	11 August 2017

## Information about this early years setting

Playdays Farnborough registered in 2013. The nursery is situated in Farnborough, Hampshire. It operates between 7.30am and 6.30pm, Monday to Friday, for 51 weeks of the year. There are 15 members of staff. The manager holds an appropriate qualification at level 5, nine staff hold level 3 qualifications and two hold level 2 qualifications. The provider receives funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Anne Nicholson

## 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.
- Ofsted carried out this inspection as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises from the start of the session.
- The inspector completed a learning walk with staff in each room and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The views of parents were sought in discussion and through written comments.
- The special educational needs coordinators spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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