

Inspection of Playdays Nursery

Caister Infant School, Kingston Avenue, Caister on sea, Norfolk NR30 5ET

Inspection date: 14 September 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 are welcomed by friendly staff. Staff are kind and attentive to children's needs and parents are very complimentary about the nursery. They comment on how quickly their children have settled and report that they feel the nursery shares information about children's learning and communicates well. There are effective procedures in place to support children as they move between rooms within the nursery.

Children have access to a variety of experiences linked to the seven areas of learning. Staff plan activities and experiences based on children's interests. For example, the nursery has just completed an 'ocean project' where children learned about the animals and fish that live in the ocean. Additionally, they found out about protecting the ocean by recycling plastic. Babies share stories with their peers and staff, pointing to the pictures and turning pages. Older children sing familiar songs at group time. This helps develop children's communication and language skills.

Children enjoy moving around in the fresh air outdoors. Staff support children to take appropriate risks and challenges as they climb and balance on the obstacle course. Children have opportunities to learn about healthy diet and the importance of exercise. For example, children develop their physical skills during an 'ocean motion' dancing activity, copying the movements of the animals and fish.

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

- Children are confident and secure in the nursery environment and are keen to share topics that are important to them with staff and visitors, such as holidays and days out with family.
- Staff are positive role models and give children clear boundaries and routines. Children know what's expected of them and respond well to the gentle reminders given by staff. As a result, children behave well, are eager to join in with their peers and remind each other to take turns with equipment. Children are starting to develop friendships and, with the support of staff, manage disagreements themselves.
- Staff have adapted the provision well for children under two-years-old, focusing on the prime areas of learning. They are attentive to children's care needs and implement appropriate hygiene practice. At times, staff do not recognise when they prioritise daily routines over meaningful interactions. This means staff do not consistently make the most of opportunities to extend children's learning.
- Staff support children who speak English as an additional language effectively. They encourage parents to share keywords and phrases that are spoken at home and use them throughout the nursery. This helps children to feel valued and contributes to their sense of belonging.

- Staff implement a curriculum based on children's interests. This enables them to support children's progress and build on what they already know and can do. Occasionally, staff do not plan enough rich experiences for the most-able children to challenge them and extend their learning.
- Children with special educational needs and/or disabilities (SEND) make good progress from their starting points. The member of staff responsible for supporting children with SEND works alongside each key person, parents and other professionals. This helps to ensure children get the support they need and reduces any inconsistencies in their learning.
- Staff work well together as a team. The manager provides effective supervision, ensuring staff have regular opportunities for training. Staff say they enjoy working at the nursery and the manager is very supportive.
- The manager and staff have developed a good working relationship with the host school to support children's transfer to full-time education effectively. They take children on several visits to the school to become familiar with the space and to get to know the teachers. This supports a smooth transition for children as they move on to the next stage of their learning.
- Staff successfully promote equality and diversity throughout the nursery. They encourage children to recognising their differences and similarities and what makes them unique. For example, children explore their facial features in a mirror, comparing them to their peers and each creating a picture of their face.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed safeguarding training and are knowledgeable about the signs of abuse and the action they must take to ensure children's safety. They are aware of the procedures to follow if they have concern about a child in their care or a colleague. The nursery has effective recruitment procedures in place to check the suitability of staff. There is a clear induction process that covers safeguarding for new members of staff to ensure they are clear about their role and responsibilities. Staff are familiar with wider safeguarding issues, such as the 'Prevent' duty and domestic violence.

What does the setting need to do to improve?

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

- help staff to recognise opportunities to engage children in meaningful interactions to extend their learning
- support staff to plan and provide activities that offer more challenge for the most-able children.

Setting details

Unique reference number	2587983
Local authority	Norfolk
Inspection number	10249127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	
Number of children on roll	52
Name of registered person	Ward, Angela Mary
Registered person unique reference number	RP513834
Telephone number	07914716765
Date of previous inspection	Not applicable

Information about this early years setting

Playdays Nursery registered in 2020. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chrystal Buck

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 on the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a tour of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers provided the inspector with oral and written feedback, which the inspector took into account.

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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