

Inspection of Play Days Day Nursery

James Cook University Hospital, Marton Road, MIDDLESBROUGH, Cleveland TS4 3BW

Inspection date: 28 October 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 delight in being in this nurturing and exceptionally well-resourced nursery. Staff use children's names as they welcome them with a cheery 'good morning'. Babies excitedly reach out their arms, eager to be with their key person. Staff know children's interests very well. They ensure that specific resources are available for children from the moment they arrive. This shows children that they are valued and supports their emotional development.

Children demonstrate a can-do attitude to their learning and a determination to succeed. For example, older children need to negotiate an incline while riding a bicycle. They work out that they have to stand up and shuffle forward as they grip the bicycle seat with their legs. The look of concentration on children's faces when they achieve their goal is a pleasure to see. Toddlers show high levels of resilience as they navigate different levels. Their faces show absolute focus as they work out how to turn around and go down the steps backwards.

Children behave very well. Older children willingly welcome other children into their play. They happily share resources and ensure that everyone has sufficient space to move. Babies sit together, inquisitively exploring toys which they pass to each other. Children show respect for their environment. They willingly help to tidy, ensuring that resources are put away correctly.

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

- All staff know to speak to children slowly and give them time to respond. They get down to children's level and look at children as they talk to them. Babies smile and giggle as staff respond to the sounds that they make. Staff support children's vocabulary development as they link words to movements. For example, as children draw circles, staff describe children's movements as going 'round and round'.
- Staff foster children's love of books across the nursery. They sit with babies as they look at pictures in books, helping babies to turn the pages. Older children confidently take books to staff, knowing they will be read. This supports children's emotional well-being as they understand that staff are willing to meet their individual needs.
- Children with special educational needs and/or disabilities are supported exceptionally well. The management team and staff work closely with parents and other professionals to ensure that children get the required levels of support they need. They attend regular meetings to develop individual education plans. These are used effectively for planning children's learning and reviewing their development.
- The development of children's self-care and independence skills are a key

feature of the nursery. Older children know to wash their hands before eating and after using the toilet. They rub soap and water onto their fingers and make sure they dry their hands properly. Staff encourage younger children to do this for themselves. They remind children to 'rub, rub, rub the germs away'.

- Staff are resourceful in the ways in which they encourage children to learn about diversity. For example, they invite parents into the nursery. Parents bring clothing and musical instruments to help children to learn about a wide variety of cultural events.
- Staff provide children with opportunities to access their immediate environment. For example, staff plan baking activities. They encourage children to write their own shopping lists and take children to the local shops to buy their ingredients. This enables children to learn about developing relationships as they meet a variety of different people.
- Parents are very complimentary about the service that the nursery provides. They remark on the friendliness, support and caring nature of the staff team. Parents appreciate the flexibility of the nursery in helping them to meet the challenges of their working lives.
- The management team and staff understand the need to constantly reflect on the provision to further support children's learning and development. For example, changes to the indoor environment mean that all children have access to a designated, large physical play area. This extends the opportunities children have in their outdoor environment.
- Children across the nursery have a wide range of activities to choose from as they play. However, at times, the attention of staff can be taken by more confident or demanding children. This means that children who are quiet or less confident to join in are not consistently encouraged to fully engage with the activities.
- The use of mathematical language is not consistent across the nursery. This means that children are not helped to develop a deep understanding of mathematics, particularly of numbers and counting.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed relevant safeguarding training, including what action they must take if they are worried about a child in their care. In addition, staff know what to do if they are concerned a child is being exposed to radical and extreme views. Robust recruitment procedures ensure that only those staff allowed to work with children do so. Children learn to keep themselves safe. For example, when out and about in the local community, staff teach children how to cross the road safely.

What does the setting need to do to improve?

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

- review staff's practice to ensure that all children engage fully in the experiences offered
- support staff to develop consistency in supporting children's mathematical development, in particular children's understanding of numbers and counting.

Setting details

Unique reference number	EY152999
Local authority	Middlesbrough
Inspection number	10229459
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	155
Name of registered person	South Tees NHS Trust
Registered person unique reference number	RP518792
Telephone number	01642 282810
Date of previous inspection	30 January 2017

Information about this early years setting

Play Days Day Nursery registered in 2002 and is located in Middlesbrough. The nursery employs 33 members of staff. All staff hold appropriate early years qualifications at level 2 or above, including one who holds early years professional status and one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 6.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 inspector carried out a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- A joint observation was carried out with the manager.
- The inspector spoke with children, parents and staff during the inspection. She also took into account verbal and written feedback from parents.
- The inspector looked at various policies and documents, including those related to the suitability and qualifications of staff and records of children's learning.

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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