

Inspection of Playdays Nursery

15-19 Chiswick High Road, London W4 2ND

Inspection date: 5 May 2023

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 are welcomed by kind and attentive staff as they arrive at the nursery. They develop affectionate relationships with their key persons and other staff. Children happily engage in the exciting activities independently or with their friends. Staff support them to settle quickly and to feel safe in the welcoming environment. They have effective systems in place to support children's emotional well-being. For example, there are displays of photographs of children and their families across the nursery to make them feel at home. Older babies point at their family members and say their names. This helps children to feel valued and gain a sense of belonging.

Staff prioritise and close gaps in children's communication, social and physical skills, following the COVID-19 pandemic. For instance, babies experience moving forwards and backwards on see-saws and make marks with chalk on large boards. Toddlers sit in a cosy tent and share stories with staff and children. Older children play team games, such as taking turns to shout out colour names representing an action, or rolling in the garden from one end to the other. Children of all ages regularly visit a local park and travel on the nursery bus. Children's interests are sparked by these first-hand experiences, such as observing different insects. Children make good progress in their learning and development from their starting points.

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

- The nursery manager is highly reflective and leads with enthusiasm. She has a clear vision of the priorities for improvement. For example, she plans to extend the garden as children relish their time outdoors. Children benefit from additional activities, such as French sessions, swimming and dance classes, where they can experience dance from other cultures, such as salsa. These experiences contribute to children's understanding of their diverse world.
- Staff have high expectations of children's behaviour and conduct. They act as positive role models and help children resolve minor disagreements themselves. They provide gentle reminders when children sometimes forget the nursery rules and explain the impact of their actions on others. Children recall the rules and boundaries as they play with their friends. For instance, they remind each other to be mindful of safety when observing insects that they find.
- The manager and staff are keen for all children to make the best possible progress. They conduct regular assessments and identify any gaps in children's learning. Children with special educational needs and/or disabilities (SEND) are supported extremely well. They swiftly receive the support they need for any emerging gaps in their development. The special educational needs coordinator (SENCo) seeks advice from external professionals to support these children to

reach their full potential. The nursery manager recognises the importance for staff to enhance their professional development. For example, the SENCo has recently received training to learn strategies to aid a smooth transition for children with SEND into their new school. This helps to ensure children get the right support.

- On the whole, leaders and staff implement an ambitious, well-sequenced curriculum. However, sometimes, staff do not identify opportunities in children's play when they take their learning to the next level. For instance, when older children are playing outside, staff do not always build on children's prior learning and extend their knowledge further. In this way, children are not consistently provided with high levels of challenge.
- Overall, children's independence is supported well. For example, babies learn to use a spoon to feed themselves at mealtimes. Toddlers use a fork and spoon with increasing competence. Older children persevere at using a knife and fork with growing control. However, there are some routine times of the day where staff are preoccupied with other tasks, such as tidying up resources and getting ready for mealtimes. At these times, younger children do not benefit from quality interactions with staff.
- Parents are very complimentary about the nursery manager and staff. They comment on the good staff retention and their high morale. Parents say that their children genuinely admire the staff team and talk fondly about them at home. They are impressed with the progress their children make. In addition, they commend the good quality communication and suggestions given by staff to support their children at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff attend regular child protection training. Staff fully understand their responsibility to protect children from harm. They are aware of potential signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views and behaviours. Staff have a secure understanding of the referral procedure if they have a concern about a child's welfare. Additionally, they know the steps to take if they have a concern about the conduct of a colleague. Leaders follow robust recruitment and vetting procedures for staff. Staff carry out effective risk assessments to ensure all areas of the nursery are safe.

What does the setting need to do to improve?

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

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning
- improve staff deployment during routine times of the day to provide children

with consistently high-quality interactions.

Setting details

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| Unique reference number | EY319772 |
| Local authority | Hounslow |
| Inspection number | 10276512 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 110 |
| Number of children on roll | 103 |
| Name of registered person | Playdays Day Nursery & Nursery School Limited |
| Registered person unique reference number | RP911369 |
| Telephone number | 02087479599 |
| Date of previous inspection | 19 July 2017 |

Information about this early years setting

Playdays Nursery registered in 2006. It is located in Chiswick, London. The nursery is open from Monday to Friday, 8am to 6pm, throughout the year. The nursery receives free early years funding for the provision of children aged three and four years. There are a total of 23 members of staff, 14 of whom hold relevant childcare qualifications ranging from level 2 to level 5.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The nursery manager joined the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The nursery manager and the inspector took part in a joint observation of an activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation, including 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.

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