

# Playtime Centre Nursery

Inspection report for early years provision

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**Unique reference number** EY381699  
**Inspection date** 25/02/2009  
**Inspector** Samantha Hunt

**Setting address** Playtime Arts Crafts & Softplay Ltd, Miles House, Govett Avenue, SHEPPERTON, Middlesex, TW17 8AG  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Playtime Centre Nursery opened in 2008 and is privately owned by Playtime Arts Crafts and Softplay Limited. It operates from a two storey purpose built building in Shepperton, Middlesex. All children share access to an enclosed, outdoor play area.

A maximum of 70 children may attend the nursery at any one time. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 08.00 to 18.00, for 50 weeks of the year. There are currently 54 children attending the nursery within the early years age group, who attend a variety of sessions, both full and part-time. Children come from the local and wider community.

The nursery employs 11 staff, of the staff, nine including the manager hold appropriate early years qualifications, with other staff working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of provision is satisfactory. Children play happily and in a welcoming environment. Staff demonstrate a sound understanding of the Early Years Foundation Stage (EYFS) and are beginning to plan and implement a daily routine of play and learning for all the children. The setting has started to evaluate their strengths and weaknesses and have identified areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop staff knowledge and understanding of the EYFS to ensure activities and routines promote challenge and stimulation to children
- continue to develop systems for planning, observation and assessment to ensure all children's individual developmental needs are met
- provide easily accessible drinking water for all children
- ensure staff identify and monitor all hazards to children and review risk assessments to ensure they include everything which a child may come into contact with

To fully meet the specific requirements of the EYFS, the registered person must:

- improve procedures for recording children's attendance to ensure an accurate record is maintained at all times and includes their times of arrival and departure (Documentation)

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## **The leadership and management of the early years provision**

The nursery has only been open a short time and the newly appointed manager shows a clear understanding of her role and responsibilities. She has drawn up an action plan to help her identify the nursery's strengths and weaknesses, and is beginning to implement them within the nursery, for example, a new observation and planning system. This indicates the nursery's willingness for continual improvement. There are systems in place to monitor and appraise staff development on a regular basis and the provision is committed to supporting staff training.

Staff demonstrate a clear understanding of policies and procedures, such as child protection, in order to safeguard and promote children's welfare. Documentation relating to child protection is stored easily to hand in the office and includes how to deal with allegations made against a member of staff. The nursery is checked daily prior to children arriving and written risk assessments are in place. However, items such as nappy cream are stored with easy reach of children, and staff fail to notice slip hazards such as sand on the floor as children play.

Security of the premises is good. All parents and visitors are required to buzz for entry to the premises. A record of all visitors is maintained. Although there is a system to record children's attendance, it relies on parents signing their children in and out. As a result, children are not always marked as present, therefore, resulting in the setting not having an accurate record of who is on the premises in the event of an emergency evacuation.

Staff relate well to parents, greeting them in a friendly manner. There are clear systems in place to gather and share information about children's individual needs. Parents receive a daily sheet detailing how their child has been throughout the day and all children have a key person for parents to refer to should they wish. Policies and procedures of the nursery such as child protection are detailed to parents within their contracts, with all others available on request.

## **The quality and standards of the early years provision**

Children are happy and beginning to form friendships with their peers and staff. They confidently make choices as they select toys and activities and move comfortably around their surroundings. Babies wriggle under activity gyms and wave their arms as they try to catch the bubbles being blown above their heads by staff. Older children develop their imaginations as they play in the home corner feeding their dollies and ride cars around the garden pretending to be fire engines. Children eagerly paint a picture at the table and proudly show their creations to staff before they are placed on the airier to dry. They have opportunities to develop skills for life as they serve themselves their dinner and use the nursery camera to capture one another as they play. Staff plan a daily routine of structured activities, group times and free play. However, at times activities within the two to five year old area are not always developmentally appropriate. For example, a story time straight after snack is disrupted by younger children because they are

not quite ready to sit for the same length of time as the older children. Staff demonstrate a sound knowledge of EYFS and are beginning to implement a system for planning and assessing that is planned around the early learning goals. Although staff show children warmth, kindness and praise they do not always use effective questioning to encourage children to think and extend their learning further.

Children develop a good awareness of good health and hygiene. Daily trips to the garden provide them with fresh air, whilst use of the large apparatus and ball pool provides them with regular physical exercise. The nursery appears clean and maintained and staff actively follow good hygiene procedures, such as wearing gloves and tabards when changing nappies and washing hands before preparing babies' feeds. Meals and snacks are prepared on site and provide children with a healthy balance of fresh fruit and vegetables. Although children are offered drinks with all meals and snacks, water was not freely or easily available to the older children on the day of the inspection. Staff work closely with parents of younger children as they begin to progress to solid food and feed babies their bottles whilst having a cuddle. Meal times are a social event with staff sitting and engaging children in conversation as they eat.

Children become aware of their own safety. They take part in regular practises of the nursery's emergency evacuation procedures. Staff support children effectively when they are using the large play equipment and give gentle reminders to children not to run indoors. Staff follow clear procedures to ensure all babies are monitored and checked as they sleep. This contributes to promoting children's well-being and safety. Children's behaviour is generally good. Children begin to learn right from wrong through clear boundaries and positive interaction from staff. Staff are consistent when dealing with inappropriate behaviour. They use strategies that are appropriate to children's ages and stages of development. Children's artwork and photos of them taking part in activities are displayed within the nursery and help children to feel secure and part of the setting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.