

Playdays Nursery

Inspection report for early years provision

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Inspector Alison Romanczuk

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Playdays Nursery opened in June 2000 and is one of five nurseries owned by Playdays Day Nursery & Nursery School Limited. The setting is registered for 44 children within the Early Years Register and of these, not more than 21 may be under two years at any one time. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll within the early years age range. The setting operates from the ground floor of a house which is situated within a residential road. Wimbledon town centre is within short walking distance.

Children are grouped within one of three base rooms: babies (three to 18 months); toddlers (18 to 30 months) and pre-school (30 months to five years). A significant number of children are bilingual and some speak English as an additional language. There is a secure outdoor play area and the nursery keeps a number of pets. There are 13 members of staff who work directly with the children, all of whom hold appropriate NVQ qualifications.

The setting operates five days per week throughout the year, apart from one week over Christmas and New Year. Opening hours are from 8.00am to 6.00pm and children attend for a variety of sessions, hours and days.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery promotes all aspects of children's welfare and development in a well resourced environment. Staff are suitably trained and experienced. They achieve a successful partnership with parents and others to ensure they maintain a two way flow of information relating to children's wellbeing. This enables them to support children's individual needs well and to provide an environment which is inclusive. The management team have clear systems in place that enable them to reflect on the service they provide and set achievable aims for ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are used consistently across all group rooms so that hazards are quickly identified and removed
- ensure plans are consolidated and that observations of the children clearly feed into plans for the six areas giving more attention to children's growing literacy in the pre-school room
- develop staff's confidence in questioning the children to support learning in all areas
- enable children to develop more independence, particularly at meal times.

The effectiveness of leadership and management of the early years provision

Children benefit because they are cared for by a qualified and suitably checked staff and management team who demonstrate commitment to improvements and in providing well for children's welfare and learning. The manager and staff carry out regular risk assessments to ensure children are cared for in a safe environment, but these are not consistent across group rooms, leaving potential hazards in the pre-school room. Staff demonstrate a good knowledge and understanding of child protection, however, and have attended training in this area to ensure children's safety and to make sure they know what to do if they have any concerns about the children in their care. Policies and procedures in place are clearly inducted to all staff and all documentation, including consent from parents, is in place and used appropriately.

Medication procedures in place ensure children are well cared for when unwell and the nursery has a suitable number of qualified first aiders on site. Children's good health is well supported through the provision of healthy and well balanced snacks and meals which meet children's individual dietary requirements. Children learn about appropriate hygiene practices as they readily wash their hands after handling pets, before eating and after using the toilet.

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and the very well resourced nursery supports the potential for children to grow in independence and self-reliance. Not all staff demonstrate confidence in encouraging children's self-initiated learning however, and there are missed opportunities, particularly at meal times for the children to be fully involved in activities. Not all staff demonstrate confidence in using appropriate questioning to support children's learning and understanding. Despite this, observations of the children during play enable staff to get to know the children well and plans generally follow through on children's interests. Planning of activities does not always give balance to the six areas, however, and as a result, children's emerging literacy in the pre-school room receives less attention during activities.

Parents are provided with suitable information about their children's progress which supports continuity of care from home to nursery and parents offer positive feedback on the care their children receive. Most actions raised at the last inspection have been suitably addressed and partnerships with the local authority have supported the nursery's ambition and aims to date. Improvements to the service are evident most notably due to training accessed and commitment by leaders to support staffs increasing knowledge. Well thought out self-evaluation systems now fully in place support the nursery's vision for future improvements.

The quality and standards of the early years provision and outcomes for children

Children feel safe and comfortable in the environment and are able to build secure relationships with their peers and the adults around them. They learn how to keep

themselves safe and healthy using visual prompts and encouragement from staff in activities such as fire drills and hand washing, for example. Babies settle well in an enabling environment and particularly benefit from lots of cuddles and one to one attention provided by familiar adults in their cosy base room. They toddle and crawl with increasing confidence and are excited by the resources around them, giggling when staff sing their favourite action rhymes, for example.

Older children in the toddler and pre-school rooms benefit from accessible resources which they choose and mix and match during activities. They show increasing competence as they learn to complete puzzles, manoeuvre their buggies around the room and access role play resources in their mini kitchen set up. They use and enjoy books, often sitting with staff in book corners and they demonstrate good listening skills during circle time stories and discussions. Children behave well and are secure for the most part in the nursery routine but opportunities to further their learning and independence in everyday activities are not always fully explored and they become disengaged whilst waiting for their meals rather than being actively involved. At other times, children demonstrate increasing skills as they problem solve using wooden bricks and small world animals, for example. They learn to balance objects, create structures and enclosures and successfully collaborate and negotiate their ideas with others.

The children show skills in counting as they join in with number rhymes such as 'Five Little Ducks' and script around the nursery reinforces children's knowledge of letters and numbers. Opportunities to explore materials such as sand and water are eagerly grasped by the children who fill and empty containers and enjoy painting their garden shed using paint brushes and saucepans full of water. Role play is used well to develop and encourage the children's imaginations and they are able to request cardboard boxes and fabrics to see through their ideas in the pre-school room. Resources available in the role play and writing areas lend themselves to children's emerging literacy. These are currently underutilised by staff during activities, however, when opportunities to write for a range of purposes are not fully extended. Children gain a sound knowledge and understanding of the world around them, often observe and talk about their pet rabbit, hamster and frogs and they enjoy creating models and paintings to express their ideas. They explore increasing physical skills using small objects and implements and in a well resourced garden as they climb over tyres and use road building equipment to recreate familiar scenarios.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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