



## **Playdays Day Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	138232
<b>Inspection date</b>	25 November 2005
<b>Inspector</b>	John Edwin Warren
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<b>Registered person</b>	Playdays Day Nursery & Nursery School Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Playdays Day Nursery and nursery school opened in June 2000. It operates from the ground floor of a large house in a residential road within walking distance of Wimbledon town centre.

The nursery has three group rooms, a pre school room, a toddler room and a baby room. There is a safe and secure garden for outside play.

There are currently 50 children from 3 months to 5 years on role. This includes 6 funded 3 and 4 year olds. Children attend a variety of days.

The group opens 5 days a week all through the year, apart from one week over Christmas and New Year. Sessions are from 08:00 to 18:00.

There are 11 staff members who work with the children, of these 8 have early years qualifications, 2 are trained Montessori teachers and 2 are currently on training programmes. The setting receives support from the Early Years Special Needs teacher and educational psychologist. Montessori teaching methods are used in the Pre School group.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are being provided with healthy choices at all mealtimes. Children benefit from a staff team who have reviewed the old menus to provide the children with a balanced diet that meets their individual needs. Children are enjoying their foods and older children have an understanding of how it makes them healthy. They also take part in activities where they make healthy snacks, for example, children made pizzas and discussed with staff what healthy toppings should be used. Children benefit from regular use of the outside play area. They are free to run, climb and explore the outside area and experience all weather conditions. Children are washing their hands before meals and after using the bathroom. They have a basic understanding that this helps to prevent them from becoming unwell. Staff set the children good role models and always wear gloves when changing all nappies and wash their hands after. Children's risk of becoming infected by others who are unwell is kept to a minimum because of clear policies on sickness that are adopted by the nursery and shared with parents. Children have an understanding of their own needs and are able to take drinks when they are thirsty; children are also reminded to take more when they have been exercising or in hot weather. Young children benefit from an environment that remains predictable. Their emotional well being is also fostered by having support from a stable staff team. Young children flourish in an environment that allows them to sleep when they are tired and eat when they are hungry. Staff are well skilled in recognising each child's individual needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are able to play in an environment that is risk assessed on a regular basis. Any accidents that occur are also recorded and a risk assessment made to minimise the risk of it occurring again. Staff take precautions whenever possible to prevent accidents, for example, a restraint is fitted on all changing areas. However there is a slip hazard in the baby room when rugs are used. They use all equipment appropriately, for example, children were taking part in a cutting activity. One child

wanted some assistance from a member of staff. He was careful to place scissors on the table before walking across the room. Older children are given the opportunity, with support, to handle objects that may be breakable developing their understanding of the importance of safety. Equipment provided for the children is safe and of a suitable design. Suitable furniture is also provided for the children, for example, high chairs for the youngest members of the nursery. Children are provided with a good amount of free space in the garden area. Good support from adults and soft play surfaces allow them to develop their physical skills with confidence. Children understand the consequences of their actions if they are unsafe, for example, one child was running in one of the rooms. A member of staff asked her to stop and sat her down to ask her why they should not run. The child gave an example of why she should not.

Children are protected from harm by others because of the staff's sound knowledge of the child protection procedures and their ability to recognise the early signs and symptoms of abuse.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident in selecting their own play and learning opportunities. Children benefit from positive interaction and good support from a knowledgeable staff team. Children respond well to open ended questioning from the staff and ask questions of their own. All children are skilful communicators and ensure their needs are understood by a staff team who take the time to listen to the children. The youngest children are finding their voice, for example, a child in the baby room said "de de de " as he passed a brick to another child. When the child reached out and took the brick he smiled in response realising he had been understood. Young children enjoy making marks with a variety of mediums, for example, corn flour for the babies and crayons for the toddlers. Staff discuss with the children what their marks mean. Children are provided with imaginative play experiences on a daily basis. They play well together and are starting to develop some simple story lines. Children are starting to make connections, for example, how watering plants will make them grow. Children enjoy the company of their peers and show real excitement when they arrive at the nursery. In the baby room children enjoy a good range messy play with a variety of mediums, they are encouraged to explore them freely and fully.

Nursery Education.

The quality of teaching and learning is good. Children are interested and excited about the broad range of activities provided. Children are able to see activities through to the end with the good support of the staff team. They have a good awareness of others and their needs, for example, two older children praised a younger child as he was writing the number two in his book. Children reflect on festivals they have taken part in, they comment on the activity itself and how much fun they had. Children understand the importance of working together as a team and how some activities may not be successful if they do not, for example, when playing with the parachute in the garden they understood if they all pulled at the same time

the parachute would not move. Children understand the consequences of their actions if they misbehave, subsequently children behave well and there are little distractions to the flow of play. Children communicate well with their peers, they are asking many open ended questions of their own. They enjoy books and have a good grasp of phonics and are able to recognise some familiar words. Children enjoy writing and are provided with many opportunities to do so. More able children are forming recognisable letters independently. Children benefit from a good range of activities that enable them to make comparisons in size and develop their knowledge of three dimensional shapes. They learn about calculation and knowledge of numbers through a good range of practical activities. Children make good observations about the world around them, for example, the changes in weather patterns. They make very good observations of their own during activities, for example, a child commented on the way flour and water became "gooey" when mixed together. Children have access to some communication technology, for example, tape recorders, however these are limited. Children are very adept in their physical skills both large and small. They run and climb with confidence and are able to use small tools such as tweezers with skill. Children are keen to be active members in music sessions, they listen to the beat and join in with their instruments. They enjoy role play activities and are developing some very complex storylines. Children enjoy using paints and a variety of mediums, however there are occasions when these activities are adult led.

The teaching provides realistic challenges for all children in the group. Staff have a good knowledge of the foundation stage. They clearly understand how the children learn and progress on to the next stage of development. This is reflected in the excellent planning and observations by the staff team.

### **Helping children make a positive contribution**

The provision is good.

Children are provided with equality of access to all resources regardless of their gender. Staff ensure that particular areas of play do not become gender dominant. Older children have knowledge of countries other than their own, for example, they spoke about a friend who had moved to Australia and gave a few details about the country. Children benefit from positive images of ethnicity and displayed prominently around the nursery. Children also take part in many activities that celebrate the variety of festivals. Subsequently children are developing an awareness and respect for others' beliefs. Spiritual, moral, social and cultural development is fostered. Children with special needs are welcomed into the nursery, which has a clear policy on total inclusion. Children have the opportunity to receive support from other professionals to ensure that they reach their full potential. Children's behaviour in all of the nursery is extremely good. Only one minor dispute was observed which the member of staff dealt with sensitively and according to the children's individual needs. Children respond well to praise and encouragement given by the staff, subsequently activities flow with little interruption.

Partnership with parents is good. Parents are provided with good information about the day to day running of the nursery. They are also given feedback on a daily basis.

In the pre-school room this is done on a verbal basis daily and a written report is given at parents' evenings. The parents of younger children also have the chance to receive feedback at a parents' evening. On a daily basis they receive written information on children's care and a pen picture of the child's day. This helps parents to share their day with the children when they get home. Parents feel that the staff are approachable and they can discuss any issue with them. They feel that they are well informed about the child's progress and any activities they are involved in. They are able to be involved in children's learning, for example, by bringing in items for themed activities.

## **Organisation**

The organisation is good.

Children benefit from the support of staff who are extremely knowledgeable about all policies and procedures within the nursery. Staff's induction into the nursery is very effective. The management team ensure that staff have a comprehensive understanding of how the nursery operates on a daily basis. They also ensure that staff know what action to take in the event of a crisis. Organisation of resources is good. Children are given the opportunity to self select their own play and learning experiences and are confident in doing this. The majority of the staff's time is spent working face to face with the children giving them excellent support. However there are very short periods of the day when some staff do not make effective use of their time. Subsequently leaving other staff members with an increased workload.

Leadership and management is good. The staff team are lead by a strong manager who has a comprehensive knowledge of all procedures and ensures they are implemented. Children benefit from the manager's hands on approach. She spends time in the room so she can clearly identify the nursery's strengths and weaknesses. Training is provided to all staff in order to develop their good practices and enhance the standard of care and educational experiences offered to the children. Documentation is reviewed on a regular basis to ensure they are robust and meeting the needs of all the children who attend this provision.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery was given three recommendations: to increase resources in the area of equalities, make policies accessible to parents and to link with outside agencies in relation to feeding issues. There have been an increase in resources and children have a greater knowledge of the world around them. Policies are displayed on the wall as parents enter the nursery allowing them easy access. The nursery has its own special needs co-ordinator who will link with outside professionals regarding any issues along with the child's key worker.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure rugs used in the rooms do not pose a slip hazard
- ensure staff make effective use of their time

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children are provided with more opportunities for information and communication technology
- ensure children are provided with more opportunities to create with a variety of mediums

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