

# Playtime Nursery

Inspection report for early years provision

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**Unique reference number** EY381699  
**Inspection date** 27/05/2011  
**Inspector** Carol Willett

**Setting address** St Charles Ltd; Miles House, Govett Avenue, SHEPPERTON,  
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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**

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. Children aged three to five years use the rooms on the first floor. All other children use age-based partitioned rooms on the ground floor. Children share access to an enclosed outdoor play area and the soft play apparatus.

The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. It is closed for public holidays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children under eight years may attend the nursery at any one time. Children from three months to under five years currently attend. There are currently 120 children attending the nursery within the early years age group, who attend a variety of sessions on a full or part-time basis. Currently there are no children over five years on roll. Children come from the local and wider community. Children age three and four years are in receipt of nursery education funding. The nursery can support children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 22 staff, including a cook and a cleaner; of these, 13 hold appropriate early years qualifications, with some staff working towards a qualification. The manager and one other member of staff hold level 4 qualifications and are working toward an early years foundation degree. The nursery is a member of the National Day Nurseries Association. They receive support from the local early years team.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, children make good progress. Staff are caring, friendly, attentive and know the children well. Children are happy and confident; they enjoy a varied programme of activities across all areas of learning. The spacious environment is well resourced. Children have access to a broad range of good quality age-appropriate toys and equipment, including a large soft-play area. The nursery is generally well-organised and there are mainly effective procedures in place to monitor and reflect on practice. The positive partnerships with parents and other professionals provide an inclusive environment that meets the needs of the children attending. Documentation meets the requirements of registration and is shared effectively with parents.

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

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

- provide opportunities for children to find out about the local environment
- enhance the promotion of inclusive practice, for example, by displaying key word labels for children with English as an additional language
- review large group and meal times to ensure children's needs are met and enable children to develop further independence skills.

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

Children stay safe and their welfare is promoted effectively. Staff have a secure understanding of child protection procedures, from regular training and the clearly written safeguarding policy and procedures. All staff complete vetting checks and there are good systems in place to protect children until these have been completed. The open layout of the premises ensures children have constant supervision. There are generally efficient daily checking procedures and the manager regularly completes and reviews risk assessments. Resources and equipment are checked for safety. The large soft play equipment is checked annually by a specialist company, to ensure it meets safety requirements. Security is good. The front door has a coded entry system and the outdoor area is secure. Parents and visitors have to ring for entry and a log is kept of all visitors. Staff update first aid training so they are well prepared in an emergency. Fire evacuation is practised regularly so staff and children are confident and aware of the procedure.

The owner and manager are committed to continuous improvement and have clearly defined roles and responsibilities. The nursery manager is committed to higher level professional training; she is currently completing an early years foundation degree along with another member of staff. The management team have identified the nursery's strengths and areas for improvement using the Ofsted self-evaluation form. Staff have input through discussion at staff meetings and parents through a questionnaire. Any concerns raised are used positively to improve practice. This indicates the nursery's willingness for continual improvement. Staff feel well supported and there are developing systems in place for staff appraisals. Staff are encouraged to continually update their knowledge and skills through ongoing training. This provides a basis to ensure outcomes for children are continually improving.

Partnerships within the nursery are good. Staff are friendly and caring and parents are welcomed in the nursery. They develop strong trusting relationships with parents and share written and verbal information with them on a daily basis. Relationships are further enhanced through events such as Mother's day tea and Father's day breakfast. Inclusive practice is promoted well. The key person system ensures relevant information is obtained and shared effectively about children's individual needs. Newsletters and notice boards throughout the nursery provide lots of useful information to parents. All required documentation is in place to ensure children's needs and parents' wishes are known. Records are shared efficiently regarding accidents and medication.

The nursery is aware of the need to share information when children attend other settings. They have an effective partnership with the early years development team, using feedback to make further improvements. They attend meetings with other nurseries to share knowledge and best practice.

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

Children are happy and confident as they play in the spacious nursery. Children enjoy a well-organised range of resources and planned activities. The daily routine ensures there are times to be active and for rest or sleep. However, sometimes older children sit too long during large group times and they become restless. Children's independence is developing well, they confidently select toys and activities and move comfortably around their base rooms. Older children play well with their friends. They develop their imaginations in role play scenarios in the home corner or with cars and trains and make models with building bricks. They learn to share as they make a large elephant jigsaw together and take turns on the computer, showing competence as they manipulate the mouse. Younger children develop their creative skills; they enjoy painting and making playdough models, proudly showing their pictures off. Children's communication skills develop well as staff talk to them constantly. Children love to look at books and sing their favourite nursery rhymes and songs. Displays of their families and art work and photographs of them at play ensure children feel valued and secure. Staff know the children well and are skilled at recognising the early communication efforts of young children. They effectively encourage emerging language, as they listen carefully and repeat back correct words. Children develop numeracy skills, staff use many opportunities to encourage counting and shape and colour recognition. Staff plan a varied daily routine of planned adult-led activities, group times and child initiated free play that ensure children develop good future learning skills. Staff have a good knowledge of the Early Years Foundation Stage. They use their observations and discussions with parents to plan children's progress to the early learning goals. These are recorded along with photographs in children's development records. However, there are some gaps in children's progress to the early learning goals, as they do not have good opportunities to find out about the local environment.

Children show they feel safe and secure in the nursery. They are confident, happy and freely choose what to play with. Staff follow good procedures; they are caring, attentive and closely supervise children as they play and sleep. Older children show trust in adults and happily talk about things they like to do at nursery and their families. Toddlers sit comfortably on laps to listen to stories and babies cuddle into staff when tired or as they wake from sleeping. Children become aware of their own safety. They take part in regular fire evacuation practise and learn to use the large play equipment safely. Children mostly behave well as staff are positive and consistent and use lots of praise. Staff use distraction well and have clear boundaries and expectations of behaviour. Staff reinforce children's awareness as they remind them of the rules, for example, walking carefully down the stairs. They gently discuss behaviour with younger children when they find it

hard to share. Children learn to be responsible for their environment as they help to pack away toys. They develop a sense of belonging and good self-esteem from attractive displays of their artwork and photographs in the nursery. The nursery employ staff who speak the same languages as some of the children, which helps them settle in the nursery. There is a range of resources and planned activities that enable children to learn about other people. The children see lots of labelling and print in the nursery, however, staff do not display words in other languages to further enhance children's awareness of diversity.

Children's good health is generally well promoted. The premises and resources are in a clean condition and staff follow good hygiene procedures when changing nappies. Tables are wiped with antibacterial spray and staff ensure the nursery remains clean during the day. Babies have their own bedding and visitors have to remove or cover their shoes in the baby room, to limit the risk of cross infection. Children enjoy a range of healthy nutritious meals that are freshly cooked on site, these include fresh fruit and vegetables; for example, children enjoy pasta and a cheesy mushroom and broccoli sauce for lunch followed by fruit jelly. Drinks are provided with all meals. Drinking cups are freely accessible and older children are able to pour themselves water from a jug. Meal times are social occasions with staff sitting and chatting to the children as they eat. Staff take good account of children's dietary needs and parents' preferences when planning meals. However, sometimes routines are not fully effective, as young children sit and wait too long for food to be dished up. Staff do not use meal times to further develop older children's skills or independence. Children show a good understanding of hygiene routines, they wash their hands after messy play and before eating. They develop a good understanding of healthy lifestyles and have regular access to exercise both inside and out. All the children go outside most days, on a timetabled basis, to enjoy the fresh air and resources. Older children thoroughly enjoy using the large soft play equipment and ball pool daily, which provides them with regular physical exercise. They like to dance and sing as they match words and actions to familiar songs. Overall, children needs are effectively met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
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	2
The effectiveness of safeguarding	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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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