

# Playdays Nursery

Inspection report for early years provision

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**Unique reference number** EY319772  
**Inspection date** 02/12/2008  
**Inspector** Deborah Jane Orchard / Jane Nelson

**Setting address** 15-19 Chiswick High Road, London, W4 2ND

**Telephone number** 02087479599

**Email**

**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 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

Playdays Day Nursery and After School Club is one of five nurseries privately owned and run by Playdays limited. It opened in 2006 and operates from seven rooms in a refurbished building located in Chiswick in the London Borough of Hounslow. It is registered to care for maximum of 134 children at any one time. There is currently 122 children on roll, of whom, 121 are on the Early Years Register. The setting is also registered to provide care on the compulsory and voluntary parts of the Childcare Registers. The provision for children is arranged over two floors with a lift available to gain access to the first floor. Offices belonging to the company that operate the nursery, and residential accommodation are situated on the second and third floors. All children share access to a secure, enclosed, outdoor play area.

The nursery is open each weekday from 8:00 to 18:00 for 51 weeks of the year. The nursery employs 25 full time staff, of whom 18, including the manager, hold relevant Early Years qualifications. In addition, the nursery employs an administrative assistant and various domestic staff, as well as a driver for the mini bus. The nursery is affiliated to the Pre-School Learning Alliance and receive support from the Local Authority. The Nursery serves the local and wider community.

## Overall effectiveness of the early years provision

Children benefit from a range of suitable activities. The staff recognise the importance of treating each child as an individual and observe and plan accordingly, helping children to progress. The staff are caring, generally engaging well with the children in their care. The setting is less effective in monitoring and supporting staff on an individual basis to enhance practice. There are some systems for ensuring children's welfare requirements, which are currently not fully secure. The manager and provider are able to recognise where improvements can be made and demonstrate a commitment to strengthen identified areas.

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

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

- strengthen the system for monitoring, supervising and supporting staff to ensure they are able to fully support children's learning, development and welfare requirements
- extend opportunities for children to enjoy planned purposeful play and exploration outdoors
- ensure records clearly indicate staff breaktime arrangements and details of all visitors to the premises

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

- must ensure that risk assessments identify all potential hazards and that the necessary action is taken promptly to ensure the hazards to children are kept to a minimum (Suitable premises, environment and equipment)

05/01/2009

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

Children are cared for in a welcoming environment by warm and friendly staff, who are adequately qualified and vetted. All the required policies and procedures are in place and shared with staff, which helps to ensure the setting runs smoothly. However, some of the records are not fully maintained. For example, risk assessments are being carried out regularly, but do not clearly show action taken to minimise identified risk or ensure all hazards are addressed. This is a breach of regulation. In addition, records do not always clearly indicate the arrangements for staff breaks or show all the details of visitors to the premises, which impacts on children's safety. The manager is beginning to use self-evaluation to help identify strengths and weaknesses of the setting. The improvements raised at the last inspection have mostly been addressed, the manager and provider are able to recognise areas which need further improvement. The manager has a sound understanding of child protection issues and ensures all staff are aware of their role and responsibilities in this area.

The manager and staff team offer an inclusive service, ensuring each child is recognised as an individual and treated with equal concern. They understand the importance of working alongside parents and other agencies involved in the child's care and education. This helps to ensure each child's needs are identified and met. Parents are provided with clear information about the service and their children's activities. For example, regular newsletters, communication books and opportunities for informal and formal exchange of information. The setting holds meetings and staff have opportunities to attend training. However, the systems for supporting and monitoring staff individually, needs strengthening to ensure all staff are able to develop their practice.

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

The staff have some understanding of the Early Years Foundation Stage (EYFS) and plan an appropriate range of activities to support children in making progress in their learning and development. Children have a key worker, who observe the children during their daily activities and use this information to help to plan and identify the next steps in each child's learning.

Children participate in focused group activities and free play, whilst being carefully supervised by staff. However, adults at times, place too much emphasis on routine, which results in some children becoming restless at times. For example, as they sit outside the bathroom before meals and when adults prepare and clear away at meal times. In general staff participate in children's learning, although there are some inconsistencies in practice throughout the setting. For example,

staff miss some opportunities to extend children's thinking as they share their news at meal times.

Children are happy and settled as they are able to play in a spacious environment and access toys with ease. The rooms are set out to help support children in their learning and development. However, these opportunities are not fully extended to the outside area. Children sit comfortably as they self select books, they have opportunities to mark make and write independently using easels and the writing areas. The children enjoy music during planned and spontaneous play. They participate in action songs and have fun helping themselves to musical instruments, blowing whistles and banging symbols together. Babies are developing their language skills, staff sing 'Miss Polly' and 'Wind the Bobbin up' as babies happily babble and imitate actions and sounds. Children are learning about how things work as they investigate a camera and use the computer. They learn about the wider world as they look at the globe and pictures displayed on the walls. Children's interest and attention is captured during French lessons.

Children behave well, staff use please and thank you, encouraging children to do the same. Older children help tidy equipment away as part of their daily routine. Children are able to follow instruction when they are asked to sit down and listen well during planned activities.

Healthy lifestyles are promoted in the setting. Children have opportunities to play in the outdoor area. They understand the importance of good hygiene as they wash their hands regularly, younger children are supported in using the soap dispenser. Some children are able to develop their independence by helping themselves to food from the serving dishes at meal times, although this is not consistently offered in the setting. Children gain an understanding about staying safe as they participate in fire drill procedures, which helps them to gain an understanding of what to do in an emergency.

## 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?	3
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

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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