

# Playaways Neighbourhood Nursery

Inspection report for early years provision

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**Inspector** Bridget Copson

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**Type of setting** Childcare - Non-Domestic

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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*.

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## Description of the setting

Playaways Neighbourhood Nursery registered in 2003. It forms part of Glastonbury Children's Centre and operates from rooms at the rear of the United Reform Church, situated in the town of Glastonbury, Somerset. Children have use of a large nursery playroom with adjoining baby unit, integral toilets and nappy changing rooms and an enclosed outside play area.

The nursery is registered on the Early Years Register to care for a maximum of 32 children at any one time, all of whom may be in the early years age group. Children aged two, three and four years are funded for free early education. The nursery is open every weekday from 8am until 4pm, for 49 weeks a year. There are currently 30 children on roll in the early years age group. The nursery cares for children who are learning to speak English as an additional language.

The nursery is privately owned and employs eight staff; most of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met appropriately overall and enhanced by good partnerships with parents. Children's learning is promoted individually according to their interests and developmental stage. However, the organisation of the environment and staff do not always support children's learning effectively or fully enable the supervision of sleeping children. Children are making suitable progress in most areas of their learning, building confidence and self-esteem as they develop strong relationships with key staff and their peers. Management and staff demonstrate a satisfactory commitment to maintaining continuous improvement and have developed some areas of the provision suitably. However, there are some weaknesses in promoting children's awareness of emergency procedures, food safety and hygiene to fully promote children's good health.

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

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

- improve the supervision of children's sleep times during other children's outdoor play sessions to promote all children's safety more effectively
- improve staff's understanding of their roles and responsibilities in the event of a fire, resolving any difficulties previously encountered to fully enable

- children's safety during an emergency
- improve standards of hygiene throughout the nursery, ensuring children's food is stored safely and all areas of the nursery are kept clean and hygienic to fully promote children's good health
- improve the organisation of the main play room environment to allow children more space for free movement and to maximise their learning potential in both adult-led activities and child-initiated play.

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

Children's welfare is adequately safeguarded as staff implement appropriate systems to help assure children's safety and well-being at most times. These systems include risk assessments and checklists. The staff also conduct regular fire evacuation drills to help children learn emergency procedures. However, some difficulties encountered during the last emergency evacuation have still to be addressed. Secure employment and vetting procedures, inductions and appraisals help monitor staff's suitability. In addition, staff have a secure knowledge and understanding of their child protection responsibilities and the procedures to follow to safeguard children. Generally, the nursery has appropriate systems for monitoring and evaluating the quality of provision, which include completing an Ofsted self-evaluation form and devising annual action plans. This demonstrates the staff's satisfactory capacity to improve and that they are able to maintain continuous improvement.

Staff prepare a warm and welcoming environment for children, which includes a good range of resources within the indoor and outdoor play areas. These resources are easily accessible, promoting independent play. Staff provide a balance of structured activities with a specific learning intention and time for children to play and explore freely. However, staff do not effectively monitor the organisation of the environment to ensure activities are inviting, or that children have space to play and move around unhindered. In addition, there is no system for successfully monitoring the day to day standards of health, hygiene and food safety. As a result, not all areas of the provision are kept clean and hygienic to fully promote children's good health. Staff provide children with warm interaction, support and supervise them appropriately most of the time. However, children who are sleeping are not always supervised effectively during some outdoor play sessions.

Staff are good role models and promote positive attitudes through consistent messages. They recognise and acknowledge children's achievements with encouragement and praise. As a result, children behave well and they are learning about the needs and feelings of others. Children's individuality is valued and generally reflected throughout the nursery to promote their sense of self and belonging. For example, children use self-registration labels, put their possessions in their own named drawer, and see photographs of themselves and their work on display. Children are supported in learning about the lives, cultures and beliefs of one another, as well as diversity from around the world. For example, they explore festivals, such as Chinese New Year and play with resources which reflect diversity.

Staff have established successful partnerships with parents. They are provided with comprehensive information on admission to the nursery. Parents complete infant care plans and provide details of their child's needs. Parents are kept well informed through notice boards, newsletters, daily communication and bi-annual consultation evenings. Their views and involvement are valued and actively sought through questionnaires and a comments book. Parents are also encouraged to contribute to their child's assessment records each term and attend the 'bring a parent day' events. Some links are established with the schools that children will transfer on to, although links with the pre-school some children also attend are not yet established to ensure a smooth transition between all settings.

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

Children's learning is planned and monitored according to their individual needs and interests. Key persons record observations of children's achievements and their emerging interests which they use to plan their next steps of learning. Plans are developed to focus on specific aspects of learning and incorporate both adult-led activities and free play resources to help children achieve. Children's assessment record books are completed termly, with a reflection of their stage of development to both inform and involve parents.

Children are developing warm attachments and good relationships with others. Infants show a preference for their key person at sleep times and for comfort and re-assurance when needed. Children are forming good relationships with staff and friendships with their peers, both of whom they seek out to share news and to play with. Children explore freely and are generally active and involved in their chosen activities, although sometimes, space for activities is limited. Children's communication, language and literacy are developing appropriately. Infants' non-verbal communications are encouraged by staff who respond with sensitivity to include them. Older children express their needs and feelings through talking in their play, asking questions and re-calling events. Some staff encourage children to think and make decisions through open-ended questions, although the busy environment sometimes prevents children listening or responding well. Children of all ages make marks purposefully in many different ways, both indoors and outside. Young children enjoy looking at books which they choose independently, as well as cuddling up to read with staff. Older children join in group story times with enthusiasm, but do not always make good use of the books independently. Children of all ages show an enjoyment of music and singing.

Children are developing an understanding of number, shape, size and position. They count aloud with staff in practical tasks and rhyming songs. Children use their knowledge of shape and size to complete puzzles and activity toys. Infants explore heuristic objects and toys to find out how they feel, taste and what they can do. Children use their imaginations well. All ages experiment with lots of different media and materials. For example, children explore trays of foam, sand with

conkers and water. Children develop an understanding of sustainability as they make models and shakers with recyclable materials, print with potatoes and paints, and make leaf rubbings. Children role play and use construction sets outside and in the themed home corners. They are actively encouraged to extend their play through moving resources around the nursery. For example, they dress up as cowboys and fire fighters, find hats to wear and props to use before running off to fight fires and collect horses. Children are involved within the local community in which they regularly walk and visit places of interest.

Children are generally supported well in feeling safe and secure within the nursery. Those feelings of security are nurtured for infants through consistent key persons, who carry out their care routines. Children are developing an understanding of the importance of healthy lifestyles. They learn about food in cooking activities and know to eat their sandwiches first at lunch time. Children benefit from regular opportunities to play in the well-resourced outdoor play area. This provides them time to develop their physical skills and to play freely in the fresh air.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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