

# Playdays Nursery

Inspection report for early years provision

---

**Unique reference number** 143791  
**Inspection date** 19/10/2011  
**Inspector** Carolyn Hasler

**Setting address** 13 Barton Road, West Kensington, London, W14 9HB

**Telephone number** 020 7386 9083  
**Email** playdaysnurseries@hotmail.com  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Playdays Nursery is one of five nurseries in operation. It opened in 1995 and operates from a converted four storey house which is situated in a residential area of West Kensington. Children have access to an enclosed outdoor play area. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 21 children may attend the nursery at any one time. There are currently 24 children aged from birth to under five years on roll, some in part-time places.

There are seven members of staff, all of whom hold early years qualifications to at least level 2. One member of staff is working towards a degree level.

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

Overall the quality of the provision is good.

The setting provides both a welcoming and inclusive service. They establish highly positive partnerships with parents. Overall they have been successful in introducing the Early Years Foundation Stage into their practice. However, there are several practice issues identified which impact on the quality of learning and development. The management team have a strong understanding of evaluating and monitoring the setting and maintain a good level of continual improvement.

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

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

- increase opportunities for parents to contribute towards children's initial assessments
- improve key people's skills in engaging children in conversation and linking language with play and learning to improve outcomes for children in the six areas of learning.

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

Key people involved in the safeguarding of children have good knowledge and understanding of their roles and responsibilities to keep children safe. Policies and procedures ensure key people have the information they need to follow. Interagency links are made with professional bodies where appropriate. The leadership and management team are secure in their knowledge of safe recruitment and maintain appropriate checks. Children's environment is risk

assessed and a safe environment is maintained.

There are a number of highly qualified key people working with children. The leadership and management team has appointed designated roles to some members of staff to support safeguarding and special educational needs with success. They ensure that a first aider is on hand at all times. The staff team are well established and work well together to support the effectiveness of the service they deliver. The leadership and management team have developed their service adapting to the Early Years Foundation Stage. The management team is secure in the process of evaluating their service and have identified and actioned areas for improvement. Issues raised at the last inspection have been fully met. The settings self-evaluation on the whole reflects the service children and their families can expect to receive.

Resources are varied, fit for purpose and generally support children's development. The setting uses both inside and outside space and children are encouraged to explore space freely. However, learning outside is not sufficiently valued. For example, planned learning in this area is limited. Techniques to engage and support children's development are inconsistently used. There are good examples of key people using resources well and engaging children. In addition children are provided with time to respond. Equally there are other examples of key people not making the most of resources to engage children in meaningful dialog around their games to extend their vocabulary. Key people collect initial information from parents based on children's interests and their welfare needs. This is not yet effectively valuing parents understanding of what their children already know. However, key people build a picture of what children can do through observations both narrative and spontaneous. They are successfully identifying next steps, recognising the links with the early year's curriculum and planning for children's individual needs. As a result children are making satisfactory progress.

Key people provide an inclusive service. There are systems in place to identify children with special educational needs and/or disabilities, these are effectively planned for. Where appropriate interagency partnerships are established to ensure children get the support that they need. Key people appropriately and actively promote equality and diversity. They help children understand the society they live in through introducing them to others faiths and cultures. Key people provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. Children's learning journeys are personalised.

The settings relationships with parents and carers are well established. Parents are able to access daily information both verbally and through a shared diary and there is an open door policy. Parents have access to information boards and receive regular news letters or emails to keep them informed about current interests. Parent's views are collected, valued and acted upon. Parents are encouraged to play a key role in settling in children. Prior information about focused planning encourages parents to contribute and support children's ongoing learning. There is a range of forums available to parents for sharing information on children's development. The setting manages transition from one room to another and one building to another while building children's confidence to deal with change. They

have strong relationships with their local authority early years advisers.

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

Babies and young children separate well from parents and settle quickly because key people work effectively with parents to support the transition from home into the setting. Family boards posted around the setting help children gain a sense of belonging. Good practices by key people help children build secure relationships and this helps them feel safe. As they develop into toddlers their independence from key people is encouraged through choice making and self help skills. They are learning about how to use tools such as spoons and scissors safely. Babies and young children display age appropriate behaviour; they play alongside each other enjoying the company of their peer group and on occasion play games together. Toddlers are not yet secure in their knowledge of how their behaviour affects others and positive messages on feelings and friendships lack reinforcement by key people. Early skills in sharing and turn taking are encouraged. Babies and young children's social skills are consistent to children who feel a sense of belonging and are confident and self assured.

Babies and young children engage in well established hygiene routines. Outside and inside spaces are set out to support physical activity and used well by children who show lots of energy. Physical activity is encouraged both inside and out. Both babies and toddlers weekly programme include outside agencies coming in to engage children in stretch and movement activities. Toddlers are fully independent in choosing what they eat and drink at snack time. Meals are nutritionally balanced. Menus take account of dietary needs and offer alternative choices. The setting works successfully with parents to ensure home routines are followed with regard to rest and healthy eating plans. Consequently this reinforces children's sense of well-being.

Babies and young children enjoy coming to the setting, they have lots to choose from and can help them selves from zoned areas. There are lots of conversations with children taking place throughout the setting. Some of these are more successful in enabling children to listen to, absorb and extend their vocabulary within play. Story times can be drawn out affairs and lack engagement with children to really explore stories in an exciting and imaginative way. Toddlers see letters and words all around them and are actively encouraged to recognise their own names written down. They have opportunities to explore mark-making with a variety of different materials which are readily available to choose from. Resources to support problem solving, reasoning and numeracy are varied and challenging. Babies and young children are engaged in their exploration, design and work out how things fit together. Sometimes they lack key peoples support in engaging them in conversations involving mathematical concepts. Opportunities to practice counting, adding and subtraction in routine activities are not practiced consistently. All children have opportunities to engage with some forms of technology such as interactive or programmable games. In addition there is a variety of props in the role play area to support imaginative play. Children's creativity can sometimes be

stifled by pre-cut designs and the expectations of key people. Toddlers are involved in planting and growing activities. All of the children enjoy visits to the park where they experience the change of weather and the seasons, engaging more closely with the natural world. They generally make satisfactory progress in their learning because key people have a sound knowledge of how to support their development to help babies and young children achieve the skills they need for the future.

## 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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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