

Playtime Nursery

St Charles Ltd; Miles House, Govett Avenue, SHEPPERTON, Middlesex, TW17 8AG

Inspection date	27/11/2012
Previous inspection date	27/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are confident and behave very well. They show curiosity and a motivation to learn as they actively engage in purposeful play.
- Staff have good relationships with children and interact positively with them to support their learning and development.
- Overall, children's physical development is good. They have daily opportunities to reinforce and further develop their gross motor skills both indoors and outside.
- The leadership and management of the nursery is enthusiastic and keen to continuously improve nursery practice to benefit all children attending.

It is not yet outstanding because

- Staff do not consistently support children's growing independence by allowing them to pour their own drinks or serve themselves at mealtimes.
- Children have access to a wide variety of resources in the nursery. However, these do not include books and resources which reflect the diverse backgrounds of all children attending to support learning about other people and their communities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out the inspection in one day.
- The inspector observed children's play throughout the nursery.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector discussed nursery practice with both the owner and manager.
- The inspector sampled documentation, including children's learning records.

Inspector

Cathy Hill

Full Report

Information about the setting

Playtime Centre Nursery opened in 2008 and is privately owned. 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 51 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. Children from three months to under five years currently attend. There are currently 120 children attending the nursery within the early years age group. They attend a variety of sessions on a full or part-time basis. Children come from the local and wider community. The nursery is in receipt of funding for free early years education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery employs 23 staff, plus a cook and a cleaner; of these, 16 hold appropriate early years qualifications, with other staff working towards a qualification. The nursery is a member of the National Day Nurseries Association. They receive support from their local early years team.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the educational programme for understanding the world by providing books and resources which represent children's diverse backgrounds and which avoid negative stereotypes
- improve mealtimes and opportunities for children to develop their growing independence by allowing them to pour their own drinks and serve their own food.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good relationships with children in the nursery and treat them fairly, providing support with their learning and development. Children of all ages are progressing well with developing their future skills through a variety of adult-led and child-initiated play. Parents share information about their child's starting points and home routines with staff when their children first join the nursery. Staff use this information, and that gained from their own ongoing observational assessments of children's development, to plan the next steps in learning. Progress records are in place for all children, although management are in the process of introducing new planning and observation records to provide increased detail on children's development. Staff are also being given in-house training to support them in completing the required written progress checks for two-year-old children. Staff involve parents with their child's learning by sharing details about their child's next steps. This is done both verbally and through more formal parents' evenings.

Children's overall physical development is good. Older children confidently negotiate the

stairs to access the soft play equipment downstairs. They show good body control as they quickly climb up slopes to reach the upper levels of the apparatus. Some demonstrate their balance skills as they carefully climb and then sit on top of large soft balls. Outside, children delight in riding around on wheeled toys, carefully manoeuvring around others. Younger children take ownership of their learning as they climb on low level rockers and move their upper body to help propel them back and forth. Staff respond positively to children's interests and effectively support them in developing their communication skills. For example, a young child says 'book' as they pick up and head towards staff with the book in their hand. Staff understand that the child wants the book read and they settle together as she reads the story. She talks to the child about the pictures and uses descriptive language as she speaks to develop the child's vocabulary. Children handle books with care and turn the pages showing they understand the direction of flow to stories. All children mix well together in the nursery and confidently approach each other and staff to talk or play. They develop an understanding of differences and the wider world through local outings and planned activities. However, there are limited resources or books which reflect the diverse backgrounds of all children attending to enhance their learning about other people and their communities.

Staff provide children with good access to activities and resources which promote skill development in all areas, thereby preparing them well for their next stage in learning. Children are sociable and show curiosity and a motivation to learn as they actively engage in purposeful play. Older children excitedly get ready to do some free painting. Staff set out red, yellow and blue paint and when children ask for green paint staff suggest they mix the colours to see if they can make green. They enthusiastically start mixing and proudly talk about how they have made orange, purple and green. Staff extend the activity by encouraging children to write their name on their painting, which some do with clear, recognisable letters. Children independently explore different shapes as they construct models from different coloured blocks carefully joining the pieces to make a tower.

The contribution of the early years provision to the well-being of children

Children's behaviour is good and they have positive relationships with staff and each other. Staff manage behaviour well and training is planned to help ensure further consistency in this. Each child has an assigned key worker, although all staff show care and concern for all children. Staff support children with English as an additional language and there are some word signs on display in differing languages. For children with special educational needs and/or disabilities, staff liaise with the other agencies involved with children so they can be consistent in their approach to meeting children's needs. Children confidently explore their environment but return to familiar staff with open arms for a cuddle, showing they feel safe and secure in their care. Staff support children's emotional well-being with praise and encouragement and they act as positive role models regarding manners. Consequently, children follow their lead and politely ask for more to eat when they have finished their snack or when they need help to take their jumper off. Transition procedures support children's smooth transfer between rooms and ultimately on to mainstream school. Staff encourage children to develop their self-help skills to prepare

them for the next stage in their learning journey. For example, older children ably remove and then put on their shoes after using soft play equipment. However, opportunities are missed in some areas at mealtimes to encourage children to pour their own drinks and serve their own meals.

Children have access to a wide variety of resources in the nursery which allow for progression in skills. Space is utilised well with displays of children's artwork in all areas, which develops their sense of ownership of their environment. Staff support children in developing healthy lifestyles. Regular exercise and fresh air helps them develop their physical skills. Older children have fun moving around in the indoor ball pond and babies respond to music by moving their head and body to the differing sounds they hear. Staff clean tables with antibacterial spray before meals and children follow routine hygiene practice as they wash their hands, for example, before meals and after messy play. A variety of meals and snacks are provided for children, which include both fruit and vegetables. The daily menu is on display for parents to see what their children will be having. The nursery caters for children's individual dietary requirements, for example, having regard to their religious beliefs. Older children show an understanding of safety as they carefully hold the banister while descending the stairs. Younger children hold the handles on rockers as they move back and forth. Children know what is expected of them. They take their shoes off before using the soft play equipment and most older children understand they have to wait before they can enter the dining area until the tables are ready for them. When one child wants to enter another turns to them and says 'Don't argue, we can't go in'. Children listen to one another and then wait patiently before seating themselves for lunch.

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

The owner has recently appointed a new manager and deputy manager to the nursery. The management team have a very clear understanding of their responsibilities in meeting the learning and development, safeguarding and welfare requirements of the revised Early Years Foundation Stage. They are enthusiastic and very keen to continuously improve nursery practice and have already identified priority areas for development. After monitoring children's learning records they recognised there was room for improvement in detailing how children's learning needs were being met. Staff have been asked to evaluate their room practice in line with the characteristics of effective learning to assess what is being done well and to identify any areas for further development. New planning and assessment documentation has been drawn up for staff to use to further improve the provision for learning and development. Increased information will be shared with parents who will be able to add their comments to staff records on children's development. Management have also identified training areas to support staff with their continual professional development. Regular appraisals and supervision meetings provide staff with good opportunities to discuss their practice and any issues they may have. The owner of the nursery visits every week and has regular meetings with the manager.

Recruitment procedures assess staff suitability and all staff are vetted. Staff are secure

with the procedures to follow with any safeguarding concerns. Risk assessment records are maintained and there is a daily safety check of nursery premises. Positive partnerships are in place with both parents and others involved in children's care and education. Information about nursery practice is on display within the nursery and it is also shared verbally and via the nursery website.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY381699
Local authority	Surrey
Inspection number	888979
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	125
Name of provider	St Charles Limited
Date of previous inspection	27/05/2011
Telephone number	01932 246747

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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