

Playdays Nursery

15-19 Chiswick High Road, London, W4 2ND

Inspection date	21/03/2013
Previous inspection date	02/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy, engaged learners who grow in self-assurance because of the caring and loving relationship with staff.
- Staff have high expectations for children and high awareness of how young children learn. This ensures children make good progress.
- The indoor learning environment and quality of planning and assessment provides stimulating and interesting activities that engage children and build on their ideas.
- The management team monitors the nursery provision effectively and encourages the staff team's professional development, which benefits children.

It is not yet outstanding because

- the system for supporting children's hand washing is not fully effective in promoting their independence
- the management does not fully promote children's awareness of the schools they will move to. This slightly reduces opportunities for children to familiarise themselves with their new learning environments.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play and staff interaction, indoors and outdoors.
- The inspector and manager undertook joint observations in the baby, toddler and pre-school rooms.
- The inspector talked with some staff from each room, parents and the director, and held discussions with the manager and director.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector observed meal times and children's preparation to go swimming.

Inspector

Debbie Buckingham

Full Report

Information about the setting

Playdays Day Nursery and After School Club is one of five nurseries privately owned and run by Playdays Day Nursery and Nursery School Limited. The nursery registered in 2006 and operates from eight rooms in a refurbished building located in Chiswick in the London Borough of Hounslow. The nursery is arranged over the ground and first floors with a lift available to gain access to the first floor. Offices belonging to the company, and staff rooms operate on the second floor, and residential accommodation is situated on the third floor. All children share access to a secure, enclosed, outdoor play area. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. The provider currently has 128 children on roll aged between three months and eight years. The nursery is in receipt of funding for free early years education for three- and four-year-old children. Staff currently support children who are learning English as an additional language. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. An out of school club operates each day including a before and after school club between 8am to 8.30am and 4pm to 6pm. The provision employs 27 members of staff who work directly with the children. Of these, all hold an appropriate early years qualification from level 2 to level 6. The manager holds a level 3 qualification and the nursery employs a member of staff with Early Years Professional Status. In addition, the nursery employs an administrative assistant and various domestic staff, including two drivers for the mini bus. The nursery serves the local and wider community.

What the setting needs to do to improve further

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

- provide size appropriate steps that enable children to move towards independent hand washing

- strengthen partnerships with schools to further prepare children and families in readiness for school.

Inspection judgements

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

The colourful and welcoming atmosphere of the nursery is calm and purposeful, which means children enjoy their time here. Caring and enthusiastic staff use a wide range of teaching techniques. These have a positive impact on children's learning and development, so that they make good progress in their learning from their starting points.

Children clearly enjoy learning through play, and all enter eagerly choosing toys from a selection of stimulating and interesting experiences. The staff offer children opportunity to engage in outdoor play throughout the day, and this fosters their imagination and physical development. For example, children sit in a large low-level sand pit that provides sensory exploration together with children's mathematical ideas of filling and emptying. The nursery pet rabbit is kept outside in a secure hut and petting pen. Children have supervised access to this area that helps them to safely pet and feed the rabbit while learning how to look after him. The committed staff support and enhance children's learning by providing much individual attention. Staff move around the outside area working well together to join in children's play. They talk to children clearly, making good eye contact and extending their vocabulary by describing what children do.

Staff plan children's experiences to cover all areas of learning, with planning documents detailing a clear programme of stimulating and challenging activities. Staff offer age-appropriate resources and activities that excite babies and young children and promote their involvement. Children practise gaining good hand and finger control in craft activities. They use scissors competently; and use them with care. They have access to a wide variety of craft materials that encourages model making that decorate the walls of the older children's rooms. These children demonstrate a very good understanding of how letters form words. For example, captions and children's names accompany displays and models around the room that acknowledge children's achievements and promote literacy skills in readiness for school.

Staff plan particularly strong programmes to help children learn how to write. They use clear teaching strategies in the daily routines. For example, children quickly learn to recognise their name, through self-registration and their clearly marked placemats at meal times. Staff encourages children to talk about what letters are in their name and practise writing on white boards scribbling walls and tables. Staff are alert to promoting writing skills throughout the session and encourage children to mark their work with their name or provide a caption for displays. For example, the children and staff read a story about a tiger. A large picture of a tiger drawn by the children is accompanied by captions about what happened in the story.

Children use the book areas independently and enjoy looking at and reading books with others. Staff provide stimulating and cosy reading areas that are rich in words and encourage children's exploration and ability to retell stories independently. Younger children display their construction activities on the wall as a temporary gallery to acknowledge their block building abilities. This helps them to talk about the processes and their successes. Adults ensure that babies have time and freedom to become more deeply involved in the activities, for example, as they explore a soft ball with both hands. They offer words of encouragement to help them make sense of what they are doing. Staff provide a variety of push along toys and button activated resources that support babies hand to eye coordination. Low-level cushioned areas surrounded by netting provide tranquil areas for babies to explore treasure baskets filled with natural resources that stimulate their natural curiosity.

Planning is adapted to respond to children's individual interests, determined by discussion with parents and useful observations of children's play. Staff establish what children can

do when they first start by talking to parents and asking them to complete a clear 'all about me' questionnaire. Staff record children's progress and achievements frequently, in informative and well organised 'learning journals' that are shared with parents. The management team plans a strong programme of support for those children who are learning English as an additional language. They offer words in their own language and display words for staff to engage with families and children. This helps children to progress well towards the learning goals.

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

An effective key person system is in place that means children enjoy trusting, and caring relationships. When a key person is absent, an effective buddy system makes sure that someone else who is familiar to the children is available for them. This promotes children's well-being. All staff are deployed effectively in each room to provide support and care that aid children's independence. At collection time, staff update families on their child's progress with a comprehensive daily diary for babies that detail sleeping times, feeds and nappy changes. Families benefit from the flexible settling in process that responds to the needs of the individual children.

Children have their own placemat for meal times that details their dietary requirements. Fresh drinking water is available at all times. All children enjoy hot meals each day, freshly prepared by the nursery cook. Children display good self-help skills at meal times, serve their own meals, and clear away afterwards. They understand the importance of washing their hands before and after meals. However, the step-stools used to help children to reach the sink and towel dispenser are not high enough, which slightly reduces children's independence. Older children brush their teeth after meals each day, which helps them to understand the importance of keeping their teeth healthy. Children's behaviour is very good during meal times, with the majority of children demonstrating independence as they use their cutlery competently. Children are learning about healthy eating when growing fruit and vegetables in the outdoor area. Mid-morning and afternoon snack times encourage children to make choices and serve their own food, which fosters independence and healthy practices. Babies develop good eating skills at meal times through eating alongside others at a table. They are encouraged to use small cutlery to promote their independence.

Children understanding of safety is promoted through all their daily routines. They learn not to run inside and know that they need to take care when using cutting tools. A 'rules' board helps children to share toys and help to tidy up. Children take part in monthly fire drills that help them understand the dangers of fire and how to leave the building safely. Children carefully travel around the outdoor play equipment and begin to understand about good health and their own bodies through physical play. This challenging but safe environment lets children take risks and helps them develop awareness of keeping themselves safe. These self-care skills mean that children enjoy their nursery experiences and gain good skills in readiness for their move to school. Teachers are invited to the nursery to talk with staff and children about school and staff use books to help children learn about what going to school will be like. This helps to prepare children for their move

to school, although they do not currently have opportunities to visit the schools they will be transferring to. This slightly reduces opportunities for them to become aware of their new learning environments.

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

Arrangements for safeguarding children are well established and effective. The director works very well with the manager using robust procedures to appoint suitable staff. The manager places high priority on promoting children's welfare and follows clear procedures to recruit new staff. Staff have regular safeguarding and first aid training. They understand their individual responsibilities and the need to provide a safe play environment for children. The manager works closely with outside support staff from the local authority, actively seeking guidance and acting on improvements for the provision and children's learning. This especially relates to children who are learning English as an additional language. The clean and welcoming rooms are well maintained. Thorough risk assessments are in place that identify faulty or damaged equipment and reduce hazards to children, indoors and outside. The management organises daily visits to each room to make sure that checks are undertaken and up-to-date. Access to the nursery is by secure intercom system, with a password protection in place for those who do not regularly collect children. These procedures help to promote the children's safety and welfare effectively.

The director and manager assess what they offer children and their families well. They gather information through parent evening discussions and questionnaires, and staff meetings so that they can accurately identify areas for improvement. For example, the management implemented a new menu after receiving comments from families about more fish and meat options being included. The management understands the importance of offering better play facilities for babies and children and has recently received a grant that refurbished the outdoor area. This has provided a large sand pit, mark making board, den area and planting area for children. The thoughtful and motivated attention to staff development is the result of regular supervision and appraisals by management. The employment of a member of staff with Early Years Professional Status has supported staff in enhancing their classroom displays to reflect children's achievements and progress. Staff have now developed a new planning and evaluation system that delivers individual learning to children. The new system promotes children's interests and staff offer activities that engage children indoors and outdoors.

Since the previous inspection the management have worked hard to address weaknesses, leading to much improved staff monitoring system in place that offers supervision and appraisals every three months. Staff are now encouraged to engage in conversation with children, asking open-ended questions to offer challenge and promote their communication skills. The manager monitors planning and evaluation systems by observing practice on a daily basis. She works in collaborative discussion with staff during weekly room meetings. Children are making good progress in their learning and some are exceeding the expected levels of learning for their ages and stages of development. The

self-evaluation takes into account the views of staff, parents and children. As a result, the manager has identified significant area for improvement. These include further enhancement to outdoor learning and continuing to develop a strong, reliable staff team through continuous professional development.

Staff forge good partnerships with parents. Displays in hallways and in each room, show the names and pictures of all staff. This helps parents become familiar with the staff caring for their children. Parents and families feel valued and supported by the nursery. For example, parents state that staff love and care for their child from day one and that they are made to feel important and listened to. In preparation for school, the manager sometimes visits the schools to gather information to share with groups of children. Before a child leaves, the manager provides the school with a report that identifies the child's achieved levels of development. The family has the learning folder to share with the reception teacher when visiting the school to aid continuity.

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 action. 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	EY319772
Local authority	Hounslow
Inspection number	907967
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	134
Number of children on roll	128
Name of provider	Playdays Day Nursery & Nursery School Limited
Date of previous inspection	02/12/2008
Telephone number	02087479599

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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, which are usually the childminder's 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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