

# Playdays Nursery

58 Queens Road, Wimbledon, London, SW19 8LR

<b>Inspection date</b>	08/08/2013
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The nursery successfully promotes children's independence so they are confident about choosing and organising their own play and learning.
- Partnerships with parents are good. Parents are well-informed about all aspects of the nursery and their children's progress, helping them to be fully involved in their children's learning and development.
- Children are happy, active and enthusiastic learners and quickly grow in self-confidence because they have good relationships with staff.

### It is not yet outstanding because

- Children sometimes spend too long in circle times and are less engaged in learning than when they are making their own choices from the interesting activities on offer.

## 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 and spoke to children and staff, both indoors and outdoors.
- The inspector had discussions with the provider and manager.
- The inspector met with a number of parents to gain their views about the nursery.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector discussed the nursery's self-evaluation form and the improvements made since the last inspection.
- Full Report

## Inspector

Julie Tobin

## Full Report

### Information about the setting

Playdays Nursery opened in June 2000 and is one of five nurseries owned by Playdays Day Nursery & Nursery School Limited. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 41 children on roll within the early years age range. The setting operates from the ground floor of a house, which is situated in a residential road. Wimbledon town centre is within short walking distance. Children are grouped in one of three base rooms: babies (three to 18 months); toddlers (18 to 30 months) and pre-school (30 months to five years). There is a secure outdoor play area. There are 8 members of staff who work directly with the children, of whom 7 hold appropriate NVQ qualifications. The setting operates five days per week throughout the year, apart from one week over Christmas and New Year. Opening hours are from 8.00am to 6.00pm and children attend for a variety of sessions, hours and days. The nursery supports children learning English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consider reviewing the nursery routine, particularly regarding the timings and size of the group at circle times, to help all children to remain interested and engaged throughout.

### Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children are eager to choose what they play with as staff know them very well and provide experiences that interest and fascinate them. For example, babies delight as they explore the texture of sand that has been put on the floor so they can experience this with their whole body. Older children use their imagination as they make 'cakes' with sand in small trays. They compare the size of these, deciding whose is the biggest and whose is the smallest. Toddlers experience different textures and use their imagination as they design and make their own fish, using a variety of materials.

Staff support and stimulate children's learning using good teaching techniques to help ensure all children make good progress. Toddlers learn to count their fingers and toes as they make hand and footprints in paint. Their learning is reinforced as they sing number songs with staff, who show them how to use their fingers as they count and sing. Older

children make sets of different objects that interest them and learn how many they have as they add these all together. Babies learn that when they press a button on some toys, they get a response. They laugh as staff clap and praise them and they do this again and again.

Staff successfully support mark making activities to encourage children's developing writing skills. Younger children use large crayons and pencils to make pictures and drawings of special people in their lives and staff write down the things they want to say. Older children enthusiastically use their name cards to write their name on their own work. They are proud of their achievement and seek out adults to share this. Adults help children link sounds to letters as they make their own labels for the many displays around the nursery.

Staff skilfully support children's developing language and communication skills. They give children time to think and respond when asking questions. Babies' early communication skills are fostered well as staff use smiles, talk and gestures and wait for babies to respond. They acknowledge babies' spontaneous communication, for example, joining in with a game of peek-a-boo a baby instigates. Pictures of familiar things which happen during the session help all children to understand the routines and effectively support children learning English as an additional language. All children benefit from using signs, as well as words. The environment, both indoors and out, provides rich opportunities for discussion and children follow instructions well showing good understanding. Children continually talk through what they are doing, explaining their actions as well as engaging in conversation with each other and with staff. However, children at times sit for too long at circle time in the pre-school and toddler rooms, meaning some children lose concentration. Children are overall clearly well-motivated and effectively engaged, which promotes their play and learning strongly.

Staff use observations well to make plans for the next steps in children's individual learning. Parents are regularly informed of their children's learning so they can support them at home. In turn, parents share things children are interested in at home, and staff use this information well to provide interesting experiences that they know children will enjoy. Staff and parents work together to gather information about children's starting points. Staff use this to track children's progress, using the development milestones. Detailed progress reports and two-year old progress checks are shared with parents so they can see the progress their children are making. These help identify if children require further support or challenge. All children are making good progress in relation to their starting points, and are gaining the skills they will need for their future learning.

Children's independence and self-choice is promoted in all rooms. Babies and toddlers can clearly see what is available for them to play with and they help themselves to the toys and resources that interest them from low shelves and baskets. Words and pictures on baskets and shelves support older children's developing literacy skills as they make choices.

Children arrive happily and settle quickly. Staff work extremely well together as a team to support children and to meet their individual needs. The key person approach is well established and, as a result, children form secure bonds with familiar staff. Parents are confident that staff provide a warm, caring and secure base from which their children can learn.

All staff have high expectations of children and encourage them to be independent, kind, caring and respectful of others. Children learn how to take turns and include everyone in the group, for example, as children throw a ball to each other and call their name each time. This promotes children's sense of belonging and encourages children to get to know each other. Staff support children effectively to enable them to make their own choices about where they play. Consequently, this promotes children's confidence and self-esteem well. Children learn about keeping themselves safe, for example, staff use puppets to help toddlers learn about safety in the sun. Consequently, children know they must wear a hat when they go out to play in the sunshine. Older children take care of younger children and remind each other not to bump into them as they ride their tricycles. As a result, children's behaviour is very good.

Children develop a growing awareness of their own local community and the wider world. Babies regularly visit the local park where they explore the outdoor environment, feeling the grass and leaves. They bring these back to the nursery to extend their experience. Children listen to the trains as they pass by the nursery. Staff lift the children so they can see them, then develop their interest further, pretending to go on a journey on their own 'train' climbing equipment. They learn about the natural world as they nurture and tend the plants they are growing in the garden.

Children choose from nutritious food which is freshly prepared on the premises. Their independence at meal times is encouraged and supported in all rooms. Older children choose when they have their breakfast. They help themselves to the cereal they prefer and pour their own milk. They serve themselves at all meal times and pour their own drinks choosing from milk or water. Younger children serve themselves at lunch and tea-time, and learn to pour their own drinks from small jugs. Staff support them to clean their own faces after meal times, encouraging them to look in the child height mirrors to see when their faces are clean. They know they must wash their hands before eating and clean their teeth before settling down for a nap after lunch. Babies' routines closely follow those from home. They hold a spoon themselves and are encouraged as they learn how to feed themselves.

All children benefit from daily opportunities to play outside in the fresh air. Children develop physical skills as they climb on the outdoor equipment. Younger children learn to climb the steps on the small slide, while older children climb to the bigger slide, crossing a bridge as they reach the longer slide. They balance on tyres and learn to negotiate as they ride their tricycles through courses they have created with cones and road signs. Younger children gain confidence and skills using the wheeled toys and are delighted with their own achievements as they learn to use the scooter. Staff create quiet places and 'dens' using tents and nets, where children can sit and be quiet, alone or with their friends. These are made cosy with cushions and blankets and children share stories, snuggling up

with a familiar adult. Staff share songs and rhymes with children on warm rugs, and use musical instruments to extend the experience. Pictures and labels on outdoor resources help children make choices outside as effectively as they do indoors.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are fully in place. All staff are clear about their responsibility for keeping children safe and free from harm. All staff demonstrate a thorough knowledge of the procedures to follow if they have any concerns about a child's welfare. They safeguard children within their daily practice well, for example, they implement all security measures and supervise children closely at all times. Consequently, children's safety is promoted well. Robust recruitment processes and the completion of all required checks ensure staff have relevant qualifications and are suitable to work with children.

Leaders and managers fully understand their responsibility for implementing the learning and development requirements, which they do well. Planning and assessment is monitored effectively and, as a result, children of all ages receive good support and enjoy their learning.

Thorough induction procedures, including for students, volunteers and temporary staff, result in all adults being clear about their roles and responsibilities in meeting the needs of the children. Regular appraisals and supervision are effective in identifying staff training needs that enable them to continually develop and improve their personal effectiveness and practice.

Partnerships are well established and effective in meeting the needs of the children. Partnership with parents is strong; staff share important information as children start. Consequently, they settle easily. There are good links with local schools and staff work closely with parents to share information when children leave. As children move rooms within the nursery, they make regular visits with familiar adults. As a result, children are well prepared for the changes as they move to school or within the nursery. Staff work closely with parents and outside agencies if children need additional help. This enables staff to put in place all required support to ensure all children achieve well.

Staff work alongside the local authority, seeking and acting on advice and support to evaluate practice and make improvements. Self-evaluation is effective in identifying improvements to promote outcomes for children. The manager, owner and staff are highly motivated and effective in continuously reviewing the provision and developing imaginative and interesting opportunities for children.

### **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

<b>Unique reference number</b>	138232
<b>Local authority</b>	Merton
<b>Inspection number</b>	843037
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	0
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Playdays Day Nursery & Nursery School Limited
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	020 8946 8139

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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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