

Playaways Neighbourhood Nursery

High Street, Glastonbury, Somerset, BA6 9DZ

Inspection date	04/12/2014
Previous inspection date	11/10/2011

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 very happy in this welcoming and friendly nursery. A strong key person system helps staff ensure that they meet children's personal, social and emotional needs well.
- Staff support children's learning well by adapting activities well and by providing stimulating environments and resources which reflect different stages of development. As a result children make good progress from their starting points.
- Staff take their responsibilities for safeguarding children seriously, undergoing training and frequent review of the nursery's security arrangements so children are kept safe.
- Management use effective self-evaluation process to help them improve the quality of the nursery. This includes involving parents and regularly seeking their views.

It is not yet outstanding because

- Staff do not always maximise opportunities for younger children to develop their physical skills independently.
- Staff do not always provide parents with clear information about their children's next steps for learning and how they can help them move forward at home.

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.

Inspection activities

- The inspector spoke to staff, parents and the manager.
- The inspector undertook observations of children and staff interactions with them.
- The inspector reviewed a sample of policies and procedures, staff information, self-evaluation and children's records.
- The inspector offered a joint observation with the manager.

Inspector

Margaret Dobbs

Full report

Information about 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, integral toilets and nappy changing rooms and an enclosed outside play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 18 children on the roll, all of whom are in the early years age group. The nursery is registered to provide free early education for children aged two, three and four years. The nursery is open every weekday from 7.30am until 5.30pm, for 51 weeks a year, excluding bank holidays. The nursery cares for children who are learning English as an additional language. The nursery is privately owned and employs four childcare staff and a domestic assistant. There is one member of staff with early years professional status, one with an early years qualification at level 6 and one with a qualification at level 4. There is one member of staff who is working towards an appropriate early years qualifications.

What the setting needs to do to improve further

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

- make the most of opportunities for younger children to fully extend their physical skills and develop their independence further indoors
- develop further the information shared with parents so that they are fully aware of their children's next steps and how they can support their learning more effectively at home.

Inspection judgements

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

Staff provide a interesting environment with a range of stimulating activities. Such as sand and water play, natural materials to explore, painting, role play and playdough. Staff encourage children to make choices about what they want to play with. They can do this because staff store resources clearly in boxes and trays. Consequently, children chose a construction kit and learned how to connect pieces of a marble run effectively. They were pleased with their efforts. Staff supported children who were new to the activity and asked older children to help. They did this willingly and showed patience and understanding that younger children do things differently. Children found innovative ways of using tubes to collect and direct the marbles. They discovered that a collection of marbles make different noises depending on the type of container. Staff are skilled at asking questions which help

children to think and experiment and work things out for themselves. For example, as children built the marble run, staff asked children to predict the marbles movement and achieve a structure that balances. Children watched with fascination as the marbles spun round and round. The children then followed their own interests as they counted the marbles. They collected them in their hands, sorted them into colours and sent them down long tubes into a container. Consequently, children develop their communication, mathematical and problem solving skills well because staff teach and support them effectively.

Children learn about their community because staff take them for walks around the town. For example, they go to the park, abbey, library, shops, post office and the town hall. This provides them with a variety of opportunities to learn about the jobs people do and community events. Children have opportunities to learn from each other as the nursery operates as a family with all ages playing together. Older children practise their skills as they help the younger ones, for example with putting on their shoes. Younger children benefit by watching older children and spending time with them. In particular, staff and parents noticed that language development has improved in the younger age groups because of the increased contact. However, because all ages share the same play areas staff do not always make sure they are extending all ages equally.

Staff make regular observations and assessments of their key children. They show that children make good progress and are ready for the next stage in the learning. Parents are happy with the progress their children make and comment on how well prepared they are for school. However, staff do not always make sure parents are fully aware of how they can support their child's learning at home more effectively. Staff complete the required progress checks for two-year-old children and share these with parents.

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

There is a strong key person system, which works well in the family grouping. Children form secure attachments to their key person. This helps ensure they meet children's emotional needs and they develop self-confidence. Staff praise children's efforts and thinking, for example when building the marble runs. Consequently, this helps to boost their self-esteem. Staff encourage children to be independent in their play choices and follow children's lead and interests. This results in children who are well motivated and readily accept challenge. For example, children chose to use the slide and find new ways of coming down. However, staff do not always ensure that there is plenty of space and equipment for babies and younger children to use and move around independently. Consequently, staff do not always promote children's physical and independence skills fully.

When younger children are sleeping, staff check them often and use listening monitor. Staff support children's growing independence during routine tasks. For example, they help them to put on their own coats and help themselves to snack and drinks. Staff encourage children to help each other and share. The family grouping promotes a caring attitude, especially from the older children who are learning about the different emotional

and physical needs of the younger children. Staff are very good role models and teach children well. Consequently, children learn how to behave well and use good manners. They play together cooperatively in the role-play area as they write menus and take orders in their pretend caf.

Staff help children understand about healthy eating and promote hygienic practices, such as washing hands before they eat. Children have daily opportunities to be in the fresh air either in the outside area or when going for walks in the local area. This helps children understand about healthy lifestyles and promotes good habits for the future.

The nursery has developed good links in the town so children are aware of their own surroundings and gain a sense of self as part of a bigger community. For example, they join in with fundraising events for charity and learn about people who live their life in a different way. Children find out about different cultures through books, posters, pictures, role play and trying different food. Consequently, children develop a positive awareness of the world around them because of the good range of activities staff provide.

Staff are sensitive to children's individual needs as they progress through the nursery. Staff gather as much information as possible from parents and carers so that they can meet the children's care needs. Staff follow parents' wishes regarding children's routines, such as following their sleep patterns. Staff use pictures as a visual timetable to support children who are learning English is an additional language. This helps them understand the routine of the nursery. Staff work very closely with parents to establish clear lines of communication about children's care needs. For example, staff complete records of the care younger children receive and share these with parents. This keeps them well informed. Staff support children very well when they are due to move onto school. For example, they arrange school visits and reception teachers visit the nursery.

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

Leadership and management is good. The manager and senior staff have high expectations of themselves and staff and support them well by being good role models. Staff are very committed and have established strong partnerships with parents who are fully involved with the nursery's operation. They regularly review policies and are involved in making decisions alongside the manager. Overall, documentation in the nursery is well organised and supports the smooth operation of the nursery. All staff records are in place which demonstrate staff suitability to work with children. Management and staff implement robust risk assessments, staff recruitment procedures and daily checks which all contribute towards keeping children safe.

The manager uses effective self-evaluation processes to improve the quality of the nursery. She has identified areas for improvement and identified action plans to develop these. For example, there are plans to create designated areas for babies free floor play and physical play areas for toddlers. The manager monitors all children's learning and identifies any areas where children are achieving well or below expectations. She uses this information

to guide the planning. Staff keep good records which include observations and assessments of children's progress. These records are available to parents. However, staff do not always make sure the suggestions for activities at home linked to their children's next steps are clear to parents. The manager has regular contact with other providers who share the education and care of children. She works closely with other agencies who support children and their families.

Regular supervision of staff has helped identify staff training needs and particular strengths. Consequently, staff are deployed effectively. Staff have the opportunity to reflect on their own practice and make suggestions for their own professional development. When staff have been on training the manager encourages them to feedback to other staff so that they all benefit from new knowledge and ideas. Management ensure staff understand their roles and responsibilities and attend training in safeguarding and first aid.

Management and staff have addressed the recommendations raised at the last inspection. The evacuation procedure is well understood and is practised and evaluated regularly. The supervision of babies has been improved by using a walk-about monitor as well as regular visual checks. Management have changed the floor layout to allow more space for free play and there are plans to extend this further. Consequently, children benefit from the changes made and outcomes are good.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	142809
Local authority	Somerset
Inspection number	843116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	14
Number of children on roll	18
Name of provider	Playaways Neighbourhood Nursery Ltd
Date of previous inspection	11/10/2011
Telephone number	01458 830838

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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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Piccadilly Gate
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