

# Playaway Day Nursery

34 Devonshire Place, HARROGATE, North Yorkshire, HG1 4AD



<b>Inspection date</b>	14 December 2016
Previous inspection date	14 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The senior leadership team and staff show a commitment to achieving high standards of care. They are reflective practitioners and have strategies in place to further improve the nursery provision and service for families.
- Staff effectively support children's communication and language skills. Staff provide children with opportunities to talk about their interests and the activities that they would like to do. Children are highly motivated and very eager to join in.
- The key-person system is effective. Children form strong bonds and attachments to staff. They demonstrate that they feel safe and secure in the nursery.
- Staff make good use of observations to identify children's next steps in learning. Planning considers children's interests. Staff provide a good variety of activities which challenges children.
- All children make good progress from their starting points. Staff quickly identify those who need more support and adapt activities and experiences that they find too challenging.

### It is not yet outstanding because:

- Staff are not always successful in sharing the plans for their children's future learning with all parents.
- At times, during some daily routines, children are left waiting and this causes frustration to some.
- Systems for supervising staff's practice are not yet fully embedded.

## What the setting needs to do to improve further

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

- build on information sharing with parents and ensure they are aware of the plans for their children's future learning
- improve the arrangements for some daily routines that ensure children are fully engaged
- embed the systems for monitoring staff's practice and raise the standard of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the senior leadership team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents expressed on the day of the inspection and those shared in questionnaires.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a vigilant approach to safeguarding. They complete regular training and know their role and responsibility to forward their concerns. The senior leadership team implements a range of policies and procedures to effectively promote children's safety. Staff carry out risk assessments of the environment and complete daily checks on the premises to ensure that all areas used by children are safe. Robust vetting procedures ensure that all staff members are suitable for their role. Staff understand the importance of working with other providers and external agencies. This helps to ensure that staff can readily access additional support for those children who need it. Parents speak highly of the staff, describing them as kind, caring and supportive.

### Quality of teaching, learning and assessment is good

Well-qualified staff understand how young children learn and effectively build on their eagerness for learning. Younger children confidently join group activities where staff help them to share and take turns. Staff support children to develop early reading skills. They read stories with enthusiasm and introduce children to new words in a skilful way. Children join in with key words, sustaining concentration throughout. Older children enthusiastically select their name card at snack time. Staff provide good opportunities to help children explore their creative ideas as they play. For example, children use their imaginations as they use props to support role play. Children develop very good skills in mathematics. For example, they compare how long lengths of wrapping paper are and use mathematical language naturally during activities.

### Personal development, behaviour and welfare are good

Children are happy, secure and enjoy strong bonds with staff. They are highly motivated to learn and are extremely confident in their own abilities. Staff are very effective in supporting children's independence and prioritise this. For example, snack time is a social event and children choose healthy snacks independently. Staff support all children to effectively manage their feelings and behaviour. Children are provided with clear rules, boundaries and consistent explanations to help them learn the difference between right and wrong. They develop good friendships with each other. Staff encourage children to develop their physical skills throughout the day. Children have regular opportunities to play outdoors where they can run, balance and negotiate space. Children enjoy learning about different celebrations and festivals. This helps support children's understanding of the wider world.

### Outcomes for children are good

All children, including those who have special educational needs or disabilities and those who speak English as an additional language, are making good progress. Young children develop their small-muscle skills and they hang rings onto a wooden block. Older children display their early literacy skills and begin to recognise the letters in their name. All children are well prepared for the next stage of their learning and for starting school.

## Setting details

<b>Unique reference number</b>	EY331082
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1064846
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Funcare Limited
<b>Registered person unique reference number</b>	RP523121
<b>Date of previous inspection</b>	14 May 2013
<b>Telephone number</b>	01423 566696

Playaway Day Nursery was registered in 2006. The nursery employs 23 members of childcare staff. Of these, all but three hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs or disabilities.

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