

# Playdays Nursery

58 Queens Road, Wimbledon, London, SW19 8LR



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|--------------------------|---------------|
| <b>Inspection date</b>   | 21 June 2017  |
| Previous inspection date | 8 August 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

- Staff plan a wide variety of interesting and stimulating activities that keeps children engaged and motivated to learn. They observe children carefully and make accurate assessments. All children make good progress from their initial starting points.
- Staff use a variety of effective methods to engage parents and involve them in all aspects of the nursery. For example, they have regular meetings to discuss children's achievements and provide parents with ideas of how to support children's learning at home.
- Staff and children develop close bonds and secure attachments. Children show they are emotionally secure and settle quickly into the calm learning environment.
- The manager seeks feedback from staff, parents and children to help her accurately evaluate the nursery. She takes effective action to ensure continuous improvements. For example, the manager has recently reviewed the resources in the rooms to provide challenging and motivating activities for children.

### It is not yet outstanding because:

- At times, staff miss opportunities to help children to extend their thinking and learning skills during activities.
- Occasionally, staff do not encourage children to make their own choices from the wide range of resources and equipment, to further support their learning and development.

## What the setting needs to do to improve further

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

- improve opportunities for children to extend their thinking and learning skills
- extend opportunities for children to lead their own play and build on their interests.

### Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff's interactions with the children during indoor and outdoor play, snack and lunch times, and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records and a range of policies and procedures.

### Inspector

Becky Phillips

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. The manager implements policies and procedures effectively, including for accidents, hygiene procedures and nappy changing. Effective recruitment and vetting arrangements ensure staff are suitable and have a clear understanding of their roles. The manager regularly observes practice and holds supervisory sessions with staff, to continually improve their knowledge and skills. This is followed by targeted training, such as positive behaviour and exploratory play for babies, to improve staff's teaching skills. The manager and staff monitor children's overall development well, and use the information to ensure children requiring additional support soon catch up.

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

Staff regularly observe and assess children's development, planning for their individual next steps in learning and continued good progress. Children have lots of opportunities to play imaginatively. For example, they engage in role play going to the beach, planning what they need and pretending to swim around the room. Children enjoy being creative and explore using tools and different materials. For example, younger children investigate paint using blocks and their hands to make marks across the floor. Older children create self-portraits with paints while looking at their faces in the mirror.

### Personal development, behaviour and welfare are good

Staff undertake regular risk assessments to identify and minimise any hazards, and supervise children well. They help children to understand how to stay safe. For example, before going outside, children discuss the importance of applying sun cream when it is sunny. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. Children develop good social skills, such as sharing and cooperating with others, as well as gaining a healthy respect and awareness of their individual needs and backgrounds. Children enjoy healthy meals and have lots of opportunities for fresh air and exercise to support their physical development. For example, children choose whether to play outside in the well-resourced garden and benefit from regular swimming, yoga and dance sessions.

### Outcomes for children are good

Children are happy and confident, and enjoy their learning. Children develop good literacy and numeracy skills. For example, they write their own names on their artwork, confidently count objects and recognise numerals. Children develop good skills that prepare them well for their next stage of learning and school. For example, they serve themselves at mealtimes and pour their own drinks.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 138232  |
| <b>Local authority</b>                           | Merton  |
| <b>Inspection number</b>                         | 1100633   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 42  |
| <b>Number of children on roll</b>                | 45  |
| <b>Name of registered person</b>                 | Playdays Day Nursery & Nursery School Limited                                     |
| <b>Registered person unique reference number</b> | RP911369  |
| <b>Date of previous inspection</b>               | 8 August 2013   |
| <b>Telephone number</b>                          | 020 8946 8139   |

Playdays Nursery opened in June 2000 and is one of five nurseries owned by Playdays Day Nursery & Nursery School Limited. It is based in Wimbledon in the London Borough of Merton. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 10 members of staff, seven of whom hold appropriate early years qualifications. The nursery receives funding to provide free early years education for two, three- and four-year-old children.

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