

<b>Inspection date</b>	15 August 2017
Previous inspection date	4 December 2014

<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 successfully prioritise children's emotional and physical well-being. They work effectively with parents and other agencies involved in children's care and learning, to ensure every child feels valued and welcomed.
- Children behave well. Staff are consistent in their approach and praise children often, for instance, for making good choices, such as sharing nicely or being kind to a friend.
- Staff form positive, supportive partnerships with parents. They recognise and respect the individual lifestyles of each family and provide good guidance and support for all parents to help them meet their children's specific needs.
- The management team involves staff well to evaluate practice effectively. For example, they identified a weakness with children's mathematical skills, and following training staff introduced more activities to support this area of children's learning more effectively.
- Staff provide a good range of activities, which supports children's interests and development effectively and motivates them to learn through their play.

### It is not yet outstanding because:

- Although the management team monitors children's individual progress well, it does not monitor the achievements of different groups of children to help consistently identify and close any gaps in children's learning and support their progress further.
- Although staff encourage children's independence and learning well overall, they miss opportunities to promote these skills further within some everyday routines.

## What the setting needs to do to improve further

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

- improve the systems for monitoring children's achievements to identify how different groups of children learn and progress best, to close gaps in their learning more effectively
- make more use of everyday routines to encourage children's learning and independence skills further.

### Inspection activities

- The inspector observed children's interactions indoors and outdoors, and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector took into account the written and spoken views of parents at the visit.
- The inspector undertook a joint observation with the manager.
- The inspector viewed the nursery self-evaluation form and had discussions with the manager.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a good awareness of their responsibility to protect children's welfare and know whom to contact should they have any concerns. The management team implements clear recruitment procedures and supports staff well in their professional development to make further improvements. For example, following training, staff have developed their understanding of ways to work with families to support their children's care and learning needs. Staff work very well with parents to provide a consistent approach for their children's learning. For instance, they regularly share children's next steps of development and are introducing ideas for parents to continue these at home.

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

Staff promote children's language and literacy skills effectively. For instance, older children quickly say the last word of sentences from a favourite story. They describe the oranges they have at snack time, saying 'they look amazing' and 'oranges are squishy'. Younger children gain the confidence to express their needs and begin to form two-word sentences. All children excitedly join in making the sounds and actions of a favourite letters and phonics song. Staff support children's creative and imaginative play very well. For example, children have fun singing on the 'pyramid' stage at their role-play 'pop festival'. They are involved in deciding how to design and construct the stage and make colourful festival headbands to wear. Staff encourage children's understanding of nature effectively. For instance, children found a spider and two snails outside. They said, 'The snail is moving slowly', and then, 'look, it's hiding in its shell'.

### Personal development, behaviour and welfare are good

Staff encourage children's good health and physical well-being effectively. For example, children have fun playing with the colourful hula-hoops outside and move their bodies to try to keep the hoop moving. They lift crates and planks of wood to make 'castles and bridges' that they carefully walk across. Children talk about foods they like and decide which are healthy or not. They tell staff that 'milk comes from cows' and know cheese is good for their bones and teeth. Staff respect every child's needs and enable their participation. For instance, children use simple sign language, such as when asking for a drink of milk. Staff support children's understanding of keeping safe well. For example, children pretend to drive a car and say they are putting their seat belts on to 'keep safe'.

### Outcomes for children are good

Children make good progress from their starting points and gain the skills needed to support their future learning at school. For example, children concentrate well using brushes and water to start forming recognisable shapes on a wall outside. Older children notice as these marks start to fade and tell staff, 'The sun is drying them up as it is hot'. Children play cooperatively and help each other. For instance, younger children readily help their friends to pull themselves up onto the climbing frame using the support ropes.

## Setting details

<b>Unique reference number</b>	142809
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1070334
<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>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Playaways Neighbourhood Nursery Limited
<b>Registered person unique reference number</b>	RP909662
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	01458 830838

Playaways registered in 2003. It operates from rooms within the United Reform Church situated in Glastonbury, Somerset. The privately owned nursery opens Monday to Friday from 8am until 6pm for 50 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. There are five staff employed. All staff hold early years childcare qualifications ranging from level 2 to level 6.

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