

# Paddington Playstation Day Nursery

Paddington Play Station, Drummer Lane, Tidworth, Hampshire, SP9 7NR



## Inspection date

25 April 2018

Previous inspection date

6 October 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

- The management team is ambitious and has high expectations of staff. The dedicated manager monitors staff's performance well to identify any training or support needs.
- The manager and staff reflect on practice continuously. They make changes that benefit children's care and learning needs, such as the revised home corner in the Butterfly room.
- All children are happy and secure. Staff are kind and caring. They form strong bonds with children, know them well and support their emotional well-being effectively.
- Children are motivated to learn and enjoy the wide range of activities and experiences on offer. They manage their personal care needs well.
- Children's behaviour is exemplary and staff are consistently positive in their approach.
- The special educational needs coordinator liaises with staff and other professionals effectively. Children who have special educational needs (SEN) and/or disabilities, and those who have speech delays, are supported particularly well, to promote their outcomes.

### It is not yet outstanding because:

- At times, staff miss chances to promote children's understanding of shape, weight and capacity as part of their early mathematical development.
- Although staff build good relationships with parents and keep them well informed about children's progress and next learning steps, they do not engage all parents highly successfully to share ongoing information about children's achievements at home.

## What the setting needs to do to improve further

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

- make full use of all opportunities to develop children's mathematical understanding and language of shape, weight and capacity
- build on strategies to encourage all parents to share information about their children's achievements at home, to further enhance the assessment and planning process.

### Inspection activities

- The inspector had a tour of the premises with the manager, spoke to parents and considered their views.
- The inspector observed the quality of teaching indoors and outdoors, and evaluated the impact on children's learning and development.
- The inspector held discussions with the nominated individual, the manager, the deputy manager, staff and children, at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documents, including staff's and children's records, and the safeguarding policy and procedures.

### Inspector

Karen Allen

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team uses robust recruitment procedures and ongoing checks to ensure staff's suitability to work with children. Staff have a secure understanding of the procedures to follow if they have any child protection concerns, including the whistle-blowing process. The manager and staff work well together to monitor children's progress. They identify areas of development where children may need extra support and target these effectively. Additional funding is used well to help children achieve. Staff cascade training they attend and state that training about supporting two-year-olds has helped them to better support children with potty training and toileting.

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

Staff use their observations to provide activities that help children achieve their next steps in learning. Staff promote children's communication and language skills well. They make effective use of signing and pictures to reinforce children's understanding and encourage children who have SEN and non-verbal children to communicate. Staff role model language well and introduce new words to extend children's vocabulary. The youngest children enjoy exploring a dessert mix, using tools and animal-shaped cutters to make marks, while learning the animal names. Staff encourage children to experiment and make predictions. For example, children enjoy transporting resources to create potions of 'green tea'. Older children gain strength in their fingers in preparation for writing, such as when they use real hammers to nail pieces of wood to corkboards.

### Personal development, behaviour and welfare are good

Children confidently explore and make choices. They benefit from nutritious snacks and meals, and regular access to fresh air. Staff promote children's physical skills well. Babies strengthen their legs, cruising around the room and across soft-play shapes. Toddlers learn to cut up fruit safely using metal knives and thread the pieces onto a wooden stick. Children negotiate space successfully in their running games, taking care to avoid others. They take turns to use the ride-on toys, swing on tyres and balance across logs and wooden planks. Toddlers collect grass eagerly in buckets to feed the guinea pigs. Children enjoy outings to the woods, shops, library and rehabilitation centre with staff. This helps to develop their understanding of the wider world and differences in society.

### Outcomes for children are good

All children, including those with dual languages and those who have SEN, develop good skills that help to prepare them for their next stage in learning and school. Children remain focused during activities for good periods appropriate to their developmental stage. They gain good listening skills. Older children listen to stories attentively and anticipate what will happen next, contributing their ideas. Babies and the youngest children enjoy song times, eagerly moving their hands and bodies to the rhythm. Children gain good social skills. They show consideration towards others, share resources and form friendships. Children of all ages enjoy pretend play, developing their creative ideas and imagination.

## Setting details

<b>Unique reference number</b>	145933
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1070355
<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 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	TNB Garrison Early Years and Play Committee
<b>Registered person unique reference number</b>	RP906629
<b>Date of previous inspection</b>	6 October 2014
<b>Telephone number</b>	01980 846448

Paddington Playstation Day Nursery registered in 1996. The setting is managed under the umbrella of TNB Garrison Early Years and Play Group. The setting is open from 8am to 6pm each weekday, for 48 weeks of the year. Children from both military and non-military families attend the nursery and live mainly within the local area. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 17 members of staff who work with children. Of these, the manager and the deputy manager hold an early years qualification at level 5, seven staff hold qualifications at level 3 and four are qualified at level 2. The setting employs a cook.

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