

Play Away Day Nursery

Inspection report for early years provision

Unique reference number EY229821
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Inspector Jacqueline Munden

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Play Away Day Nursery opened in September 2002. It is part of Play Away Day Nurseries Ltd, a chain of three nurseries that operate locally. This nursery is purpose built on two floors, with a self-contained garden. It has full disabled access on the ground floor. It is situated in the city of Southampton. The nursery serves families from the local community and those commuting into the city.

The nursery is open from 07.30 to 18.30 hours, Monday to Friday, 51 weeks of the year. The nursery is registered on the Early Years Register for a maximum of 102 children. There are currently 145 children on roll. The setting is registered to accept nursery funding.

There are 24 members of staff employed to work with the children, of whom 21 have appropriate childcare qualifications. A chef and a kitchen assistant are employed, along with cleaning staff. The nursery supports children for whom English is a second language and those with learning difficulties and disabilities.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is well organised with a strong management structure and effective procedures that promote children's safety and welfare. Children's individual needs are met well due to the inclusive and nurturing environment, and the links forged with parents. The setting is committed to making continuous improvements to benefit children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems to record children's assessments and next steps and to share these with parents, and to liaise with other providers of the EYFS children may attend to fully complement each other in children's learning and development
- further involve parents and staff in the self-evaluation process to enhance the monitoring and continuing development of the provision

The leadership and management of the early years provision

The nursery is well organised and management strive to continually improve the provision. The staff structure provides the teams of staff working in each of the four rooms a clear line of leadership and responsibility. Practitioners are enthusiastic and work well together demonstrating a strong commitment to further improving their own skills through ongoing training, which reflects in the good care they provide to children. In general, the system of self-evaluation allows

management to identify weaknesses and to make changes to benefit children. For example, plans are in place to further involve parents in their child's learning through planned meetings with practitioners. Security in the setting has been improved by having a Biometric entry system installed following discussions with parents. Staff regularly review practice within their rooms and make changes to accommodate the changing needs and interests of children. However, their skill and enthusiasm are yet to be fully involved in the evaluation process.

All children are fully included in the nursery. Trained practitioners work closely with parents and other professionals to ensure those with additional needs are supported well. Families who speak English as an additional language can access documents and publications in their home language. Parents are provided with a good range of information about the setting and the Early Years Foundation Stage (EYFS). They report they feel very welcome in the nursery and are happy with the care their children receive, although some would welcome further opportunities to learn about the educational programme of the nursery. The setting is in the process of devising systems to liaise with other providers of the EYFS that children attend to fully complement children's learning and development.

Children enjoy their time at the setting and very good attention is paid to ensuring their health, safety and welfare are promoted effectively. Children benefit from and enjoy the healthy and nutritious meals that are cooked on the premises. They are well safeguarded as clear procedures are known by all staff regarding meeting children's dietary needs. They keep children safe at all times by maintaining appropriate ratios, through close supervision and effective security arrangements. Clear and robust systems are in place for vetting and recruiting new staff and students. Children's individual needs are met very well as caring and nurturing practitioners ensure their daily care routines are met and updated as required.

The quality and standards of the early years provision

A calm and happy atmosphere permeates the nursery. Children in all areas are very settled and actively involved in their play. They benefit from the great emphasis placed on providing a fully enabling environment both in and outdoors that allows for spontaneous learning opportunities. Play areas are attractive and inviting. For example, book areas are made fun and cosy to sit in, which results in them being very well used. Resources are easily accessible and promote inclusion well ensuring all children are able to take part in activities. For example, low level easels and water troughs mean very young children can access them. The nursery provides a wide range of play materials that cover all areas of learning. Children enjoy exploring the many natural, sensory materials they use each day including compost, glass pebbles and cereals.

The flexibility of the day and the relaxed approach of practitioners allows children to be fully involved in their learning and to make choices at all times, which encourages them to become very independent and confident. They help prepare tables for meals and serve their own food and drink. In the pre-school children move freely up and downstairs and in all the rooms they have access to their own outside areas that meet their developmental needs. Practitioners recognise the importance of using the outdoors as an extension to the learning environment.

Children lead the play and practitioners are skilled in becoming involved when necessary to support their learning and to extend it where possible. For example, a group of pre-school children and a member of staff in the garden read the story, 'Going on a bear hunt'. Together they make the movements of going over and under to match the story. This leads to children using the large play apparatus as they use their imaginations acting out the story.

Children learn to keep healthy through daily routines; older babies start to use tissues to wipe their noses and dispose of them appropriately. They are reminded to wear sun hats to protect themselves and brush their teeth after lunch. They talk about foods that are good for them and know they need to wash their hands to remove germs. Children learn to keep safe as they take part in fire drills and how to use equipment safely, such as scissors.

All children make good progress in their learning and development due to the sound knowledge practitioners have of each child who provide suitable activities and opportunities for them to develop. The setting has been trialling a system to record children's achievements, but it does not allow for the next steps in children's learning to be noted and shared with parents or to enable their progress to be monitored. Management are aware of this and are in the process of implementing a newly devised system of continuous assessment to enable this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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