

Playaway Nursery

Inspection report for early years provision

Unique Reference Number	EY103947
Inspection date	19 June 2007
Inspector	Elaine Douglas
Setting Address	1 Maddocks Slade, Burnham-on-Sea, Somerset, TA8 2AN
Telephone number	01278 782290
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Registered person	Partnership of K Gaskell & J Gaskell
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Playaway Nursery is a privately owned nursery. It opened in 2001 and is situated in a large detached house on a corner site in Burnham-on-Sea, Somerset. The second floor area of the house provides living accommodation for the owner, her family and their pet dog. The ground and first floors are used for day care and consist of four main play rooms, a baby room, a sleep room and toilet/changing facilities, bathroom, kitchen, office and storage rooms. Children have use of the enclosed rear garden and a soft play room. The nursery is open Monday to Friday from 07.30 until 18.00.

There are currently 100 children from three months to under five years on roll. Of these 48 are funded for nursery education. The majority of children come from Burnham-on-Sea. The group supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery has ten staff plus the owner/manager. She holds a level 4 qualification and five staff hold a level 3 qualification. Three staff are currently working towards a level 3 qualification.

and one member of staff is working towards a level 2. All staff regularly undertake additional training. The setting receives advice and support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is protected through very good hygiene procedures. They play in clean premises, and toys and equipment are hygienically maintained. Staff and children change their shoes when they come inside. Babies and toddlers are protected by the excellent nappy changing procedures. Rooms are appropriately heated and ventilated and a ceiling fan helps to circulate the air. Babies have their own bedding, and cots and mattresses are cleaned each day. All staff hold first aid qualifications and there is a good supply of first aid equipment.

Children develop a good awareness of healthy practices through their daily routines. Older and more able children can access tissues to wipe their nose, they make decisions to remove jumpers if they get hot and wash their hands after playing outside or using the toilet. Children thoroughly wash their hands using soap and paper towels. However, the snack table is not sufficiently supervised to ensure children wash their hands before eating and children engaging in cooking activities share their water with children painting.

Children are provided with choices of fresh fruit and vegetables; older children are able to help themselves to their snack, milk and water. Children under three years are provided with their individual beakers, which they use throughout their time at the group, so even the toddlers recognise their own; which enables them to independently access water while preventing cross contamination. Children grow their own vegetables and salad, they help with preparing them and then enjoy having them with their lunch. Children are provided with healthy meals, which the manager is currently reviewing to ensure their nutritional value; sandwiches are made from home baked bread. Good systems ensure children's dietary needs are met and babies are weaned safely onto the nursery meals.

Children of all ages greatly benefit from the daily opportunities to be outside and are dressed appropriately for the weather. They also have frequent use of the 'run around' room which contains soft play equipment, a ball pool and climbing frame, which ensures they develop very good muscle skills and spatial awareness. Staff use the Foundation stage curriculum and the Birth to three matters framework to plan a wide range of physical activities. Children go for walks to learn about nature and their environment; older and more able children balance on scooters and ride bikes with coordination and control. Children have weekly dance classes with a qualified instructor.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept extremely safe within the environment and on outings, as staff are vigilant about supervision, and thoroughly implement the extensive safety policies and procedures. The manager carries out daily risk assessments to ensure all safety equipment is in place. For example, stairgates prevent the toddlers from leaving their room unsupervised or accessing the stairs. Doors are fitted with anti finger trapping equipment and all electric sockets are covered. CCTV and a buzzer entry ensures strangers can not access the premises. Visitors ID is checked

and passwords are used if staff are unsure of someone's identity. Children are protected by the excellent information which is sought on the safety of cleaning materials.

Children develop a superb awareness of keeping themselves safe. For example, they automatically line up against the wall to go downstairs, waiting for the staff to lead them; they use the stairs a few children at a time and hold onto the banister, to minimise the risk of accidents. Children are made aware of road safety on outings and older children practice using a zebra crossing. They also take part in regular fire drills to learn to evacuate the premises safely. Children learn about safety in their play as they put on fluorescent jackets and hard hats, to take part in large scale construction.

Children are able to explore the secure garden, which is checked daily before the children use it. Children over two years move safely between the rooms ensuring they benefit from the varied play experiences and extensive range of developmentally appropriate resources. Babies and toddlers can safely access toys, as most are stored at a low level in Hessian containers; which means they are encouraged to make choices and become independent from a very young age. Non-mobile babies are protected by having a clear partitioned area to prevent them from being stood on, while being able to interact with the other children. Children sleep safely in cots or on mattresses as appropriate; a monitor is used and staff frequently check to ensure they are safe. Babies are transported safely in a 'Kindervan' to go off the premises. This is a six seated buggy which they are strapped into. The seats can be set in any position to enable them to see each other or what is around them.

Children's welfare is safeguarded by the staff's knowledgeable understanding of child protection issues. All staff have attended training and extensive documentation is in place for further guidance. Appropriate, confidential records are kept of any concerns.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children under two years enjoy a stimulating range of well planned activities to promote their development in all areas. Staff enthusiastically implement the Birth to three matters framework and use it to monitor each child's development. Children develop a huge amount of confidence and self esteem through the staff's consistently warm, caring interaction. Babies communication skills are promoted through the staff reacting to their gurgles and smiles. Staff ensure that children benefit from their time at the group and take part in rich, exciting experiences; they use all their senses to explore natural as well as man-made resources. Children enthusiastically enjoy music and singing, and toddlers join in with familiar words in stories. Staff skilfully extend children's learning through appropriate interaction. For example, when one child pretends to cook, staff ask the names of familiar food and provides the names of the more unusual. Children are given time to practise new skills for themselves. For example, one child discovers how to open the toy microwave and spends time opening and closing it, displaying a great sense of achievement.

Children aged two to three years are cared for in their own base room with excellent opportunities to interact with the older children. Staff know the children extremely well and use both the Birth to three matters framework and the Foundation stage curriculum to ensure they plan appropriately for their next stages of development. This results in children being challenged very well, according to their individual needs.

Nursery education.

The quality of teaching and learning is outstanding. Staff demonstrate an excellent awareness of the Foundation stage curriculum, child development and the way children learn through play. They are clear about the learning intentions for activities and how they can be extended to cover other areas. For example, a cooking activity is used to learn about shapes, recipes and using tools safely, as well as weight and volume. There is an excellent balance of child-initiated and adult-led activities; staff use the keyworker time very well to focus on specific areas of learning. Children are provided with a stimulating environment in which they can access varied resources and exciting activities. For example, one room is set up with 'messy' activities, such as cooking, painting and water play; while in another children work together to build with large scale construction toys. Staff use their increasing knowledge of children's development and their need to learn through movement to make extensive use of the outside area, so that children are not inhibited by space; outside activities promote all areas of the curriculum. Staff make ongoing observations of children's achievements and record these against the stepping stones to monitor their progress towards the early learning goals and plan their next stages.

Children are motivated to learn and eager to get involved in the activities, they are confident to make their own decisions and to ask questions. This is because staff are non-directive and make suggestions to extend learning through first hand experiences. Children develop high self-esteem as staff marvel at their achievements and value their contributions. Children are confident speakers and excellent communicators because staff ask good open-ended questions and engage children in meaningful conversations. Children are skilled in mark making and use writing for a variety of purposes, such as making appointments in diaries. Older and more able children form letters when they confidently put their names on their pictures. Children enjoy books independently and are becoming aware of written words. For example, when going for a walk children notice different signs and staff read the words to them. Children use magnifying glasses to explore natural resources and notice differences and similarities. Their ability to solve mathematical problems is extended extremely well by staff using daily routines and play, to engage children in counting and simple addition and subtraction. For example, two children build towers and staff ask each one how many blocks they have used. Then they are asked how many they would need to add/take away to have the same. Children make rapid progress towards the early learning goals, considering their starting points and abilities.

Helping children make a positive contribution

The provision is outstanding.

Children's sense of belonging is fully fostered through the warm, welcoming and homely environment, and the staff's overwhelming dedication to the children's care. Children's individual needs are given the highest priority. Babies personal needs are met exceptionally well by their key person, this supports them in settling-in and feeling secure to then go to other familiar staff. Children are extremely confident, settled and happy because their families are valued. For example, each child has a photograph album of their family and when a new baby is born, the child introduces the baby to the nursery.

Children's behaviour is exemplary. The staff reinforce the 'golden rules' of sharing and being kind to each other. Children of all ages willingly help to tidy up and take care of the environment. Good systems promote children's awareness of routines and expectations on their behaviour. For example, when the sleigh bells ring a two-year-old calls out "five more minutes" and when the music starts to play, they help to tidy up. Older children are encouraged to manage their own behaviour, for example, they use an egg timer to indicate when it is time for the next person to use the computer, although they work together extremely well to complete a

programme. Staff consistently encourage positive behaviour through sensitive encouragement and praise.

Children's welfare is safeguarded through comprehensive information for their parents and excellent opportunities to discuss any issues with staff. Staff work closely with parents to ensure babies individual needs and routines are met, and that they are cared for according to their parents' wishes. When children move rooms their parents are given very good information and opportunities to visit, to ensure a smooth transition. Parents can access a wide range of information to support them, for example on potty training, weaning and health issues.

Children gain an excellent awareness of people's differences. They learn about their own community and the wider world, and how they can make a difference. For example, they help to raise money for children in this country and have sponsored a child from Sierra Leone. Posters and resources provide positive images of people with disabilities, different cultures and gender. Children with special educational needs or disabilities are very well cared for through effective support; staff work closely with parents and outside agencies to ensure they provide appropriate care. Somerset Total Communication is being introduced to ensure all are included and children gain an awareness of different forms of communication. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents receive excellent, comprehensive and detailed information on the setting. They are invited into the group regularly to discuss their child's progress and to see their records, which are available for them at any time. The annual 'school leavers' meeting provides parents with the opportunity to discuss any concerns and see their child's final assessments. The planning is displayed and the previous weeks planning is evaluated and displayed for parents, along with photographs of the children taking part in the activities. Parents are invited to share their talents and be involved in their child's learning. Parental opinions are sought and valued. For example, the dance lessons were introduced as a result of a parent's suggestion.

Organisation

The organisation is good.

Children's care and welfare is very effectively supported through the organisation of the premises and the exemplary deployment of staff. Children are cared for by dedicated, experienced staff, who work well as a team and are clear of their roles and responsibilities. Students are given clear guidelines and are supervised by a named member of staff to ensure the children benefit as much as they do, from their time at the group. The extensive operational plan is effectively implemented and shared with parents to provide high quality care for children. All necessary documentation is in place, and good systems ensure that staff and parents are kept well informed of changes to legislation and guidance. Accurate records are maintained of children's personal details and attendance. Children benefit from the good staff to child ratios and the organisation of staff. For example, only full time employees care for children under two years to help them settle and feel secure. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is outstanding. The manager and deputy are enthusiastic about early years education and have implemented excellent systems to monitor the quality of teaching. New ideas are monitored to evaluate the impact on the children, and staff regularly attend training and feedback to each other to share good practice. Continued self evaluation and seeking parents' comments ensures that the nursery strives to

maintain and improve the quality of practice at all times. This ensures that they deliver a high quality curriculum which meets every child's needs.

Improvements since the last inspection

At the last care inspection the group were asked to display the nappy changing procedures in the toilet area. The written procedures are now displayed in all areas where nappies are changed, this ensures that all staff follow the same procedures protecting children from cross contamination.

At the last nursery education inspection the group were asked to extend the children's access to writing resources and their awareness of the written word, to plan for children to investigate mathematical concepts and problem solving, and to extend literacy and mathematics in all areas.

Children now have very good access to writing resources and labelling around the nursery promotes their awareness of the written word. Children have opportunities to investigate mathematical concepts both through planned activities and the staff asking good open ended questions and setting mathematical problems. Staff have become skilled in ensuring mathematics and literacy are extended in all activities to promote children's development in these areas.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the hand washing routines with regard to cooking activities and the café

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk