

Playaway Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Playaway Nursery is a privately owned nursery. It opened in 2001 and is situated in a converted 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. The first floor consists of four main play rooms each resourced for different learning zones and toilet/changing facilities. The ground floor consists of two playrooms, a sleep room, toilet, kitchen, office and utility room. Children have use of the enclosed rear garden and a garden classroom, currently being converted into a beach room. The nursery is open Monday to Friday from 7.30am until 6pm, all year.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 85 children from three months to under five years on roll, some in part-time places. The majority of children come from Burnham-on-Sea. The group supports children with special educational needs and children who speak English as an additional language.

There are 12 members of staff, plus the owner/manager. The manager holds a level 5 early years qualification and is working towards a level 6 and the Early Years Professional Status. Another member of staff holds a level 5 early years qualification, eight staff hold a level 3 qualification and two hold a level 2. One member of staff is working towards a level 4 qualification. The setting operates in line with the Reggio Emilia educational philosophy and provides funded early education for three and four-year-olds. The setting receives advice and support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have embraced the Early Years Foundation Stage and have an excellent awareness of children learning through their play and interests. The partnerships with parents, outside agencies and other providers is exemplary. Consequently, staff have an excellent awareness of children's individual needs and any additional support required. This means that children make excellent progress considering their starting points, ages and abilities, and no child is disadvantaged. Rigorous procedures are very effectively implemented to safeguard children on and off the premises. Extensive systems to review the provision, including self-evaluation, ensures commitment to continuous improvement, and therefore outstanding outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reinforcing the use of signing with younger children, and increasing the use of numbers as labels and for counting

The effectiveness of leadership and management of the early years provision

Safeguarding children is given the highest priority. All staff receive training in child protection, first aid and behaviour management. A safeguarding information booklet has been compiled for staff to refer to and forms part of the induction process for new staff. Extensive risk assessments are carried out in all areas, on fire equipment, for each outing and on high-risk activities. Rigorous recruitment procedures help to ensure that only suitable personnel are employed. Excellent documentation is in place and extremely well organised, to safeguard children. Their registration forms have been updated in line with the welfare requirements. Children's well-being is monitored and a traffic light system is used to highlight any actions required. Staff are extremely well deployed to ensure vigilant supervision and support.

Staff develop very positive partnerships with parents and highly value the regular exchange of information, which enables them to understand each child as an individual. Home visits and sensitive settling in procedures lay the foundations for working together to meet children's individual needs. Excellent information and regular meetings ensure that parents are kept well informed about the provision, and their child's welfare and development. A parents' evening is held for those with children transferring to school, which a local reception class teacher attends. The manager takes children to visit all schools they will transfer to and staff have worked at the local school to make transition easier. The nursery is pro-active in working with other providers sharing responsibility in delivering the Early Years Foundation Stage, to ensure consistent care and development. The development of the beach room will be available for other providers to use as a resource; an open day is planned for local childminders to visit the nursery and learn about their educational approach.

The enthusiastic staff team are led by a manager and deputy committed to driving improvement. The nursery has gained Investors in People for the second time and piloted a quality assurance scheme for the local authority, as well as disseminating good practice to other providers. Staff have non-contact time and regular supervision, to support them in managing their roles and responsibilities. The manager meets with a pedagogical adviser and has a critical friend who provides her with feedback. Staff are empowered to suggest and implement change. Extensive and ongoing self-evaluation is evaluated to set actions for improvement and the impact on children is reviewed. The dissemination of training and workshops at team meetings, discussion and research, are some of the systems used to continually build on their excellent service. For example, additional home visits have been implemented, which has resulted in more personalised planning to support children in reaching their full potential. Parents and children have very good opportunities to feed into the evaluation systems. For example, parents receive regular questionnaires, communication books, open evenings and have a suggestion box. The 'children's voice' has been implemented; they take

photographs of their favourite activities and a 'wish list' is produced for resources requested by children.

The quality and standards of the early years provision and outcomes for children

The uniqueness of every child is celebrated and highly valued. Children are supported in being independent learners, with staff providing subtle intervention. Staff's knowledge of each child and their previous experiences is embedded in the context of the planning and the environment. They follow the ethos of the Reggio Emilia approach, which is that children are competent learners and learn through interaction with others, in a friendly learning environment. Child initiated activities are sustained and extended through access to an excellent range of stimulating resources. For example, the children select paper, scissors, glue and a range of materials from the art and craft trolley to create their own collages. Children build a bridge from wooden blocks and then act out the story of the Three Billy Goat Gruff. Toddlers choose books and use facial expressions and noises to 'tell' the story. They access heuristic resources and explore them in a range of ways, supporting autonomous learning. Staff plan adult led activities to extend their experiences. For example, a small group of older children display a keen interest in roads and cars, this is promoted through an organised walk in the local area. Children take a camera and record their journey, which they make into a map on their return.

The environment is extremely well-planned. Older children have free flow access to different learning zones. These consist of an imagination room, reflection room, creative room and technology room. A wide range of attractive, appropriate resources, are easily accessible to children in each of these rooms. Good opportunities are provided for children to investigate objects and materials, and to find out about and identify features of living things. For example, from the window children study the magpie building a nest in the tree. They use binoculars and a camera, and make a book of their progress. This is continued outside, for example, children build their own nests from sticks. The whole curriculum is also available outside; wet weather gear, including umbrellas, are available to make this area accessible all year. Mobile babies and toddlers can manoeuvre between two rooms. The sleep room has patio doors leading to the garden and children can sleep inside or out, depending on the weather and parental preference. Staff provide excellent interaction, asking good open-ended questions and challenging children's thinking. They facilitate children's natural curiosity and skilfully use this to promote learning. Routines are used to promote independence and new skills. Some staff encourage mathematical ideas and the use of number during child initiated activities. However, this has recently been identified as an area for improvement.

A new assessment system has been introduced which documents children's individual journey towards the early learning goals. They start by gaining as much information as possible, from parents, on children starting points. Staff make very good, regular, observations of the children, and reflect and consider the many possibilities in children's learning. These include photographs and video, which they can study later. Children enjoy the videos of themselves and staff record their

reactions and comments. Parents' contributions are valued and included in the assessments. They receive excellent information on their children's possible lines of development and schemas, which are children's repeatable patterns of behaviour. Parents share information on babies' routines and receive daily feedback, so that consistent care can be provided.

Children gain an excellent awareness of safe and healthy practices. Older children are involved in risk assessing equipment and use a red triangle to indicate high risk, amber for medium and green for low risk. They use safety equipment in their play, for example oven gloves, and they take scissors to the table to use. Babies are cuddled and reassured when they wake from a sleep, until they are happy to leave the adult's side. The mobile babies can safely begin to take risks and develop confidence under the supervision of observant staff. Children grow their own fruit and vegetables in the allotment, and when they are ready they pick, prepare and eat them. The new menu has been introduced with predominantly organic, homemade foods. Fruit bowls are available for children to help themselves; they use wipes to clean their hands before eating and sit on the designated mats. Tissues are available and children throw them in the bin after use.

Children of all ages build strong relationships with the staff and particularly their key person, who undertakes all of their personal care. Consequently, they are extremely well behaved, happy and confident within the setting. Staff role model positive behaviour and support children in feeling proud of themselves. They are praised for their achievements through their own discovery. The 'boasting board' displays children's particular milestones, for example taking their first steps. Children display exceptionally high self-esteem and are developing a positive attitude to people's differences. Twinning with a nursery in South Africa also supports their awareness of the wider world, for example looking at the differences in our roads. Older children use some sign language, for example letters of the alphabet, but this is not reinforced throughout the nursery. However, this has been identified by the manager and additional staff are booked on to training.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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