

Playdays

Inspection report for early years provision

Unique reference number	EY336454
Inspection date	16/02/2009
Inspector	Margaret Elizabeth Roberts
Setting address	Theatre House, White Hart Street, Thetford, Norfolk, IP24 1AD
Telephone number	01842 752575
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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

Playdays nursery is privately owned and managed. It opened in 2006 and operates from premises in the town centre of Thetford, Norfolk. The building is accessed by a low step with babies and toddlers being cared for on the first floor. A maximum of 33 children aged three months to under five years may attend the group at any one time. It is open each week day from 08.00 to 17.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 51 children attending in the Early Years Foundation Stage (EYFS). Some of whom receive funding for early education. The setting supports children with English as an additional language. There are 10 members of staff, who work with the children. Of these, seven hold appropriate early years qualifications and three are working towards a qualification. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Whilst children are making satisfactory progress in their learning not all of their welfare needs are being met effectively. The setting does not work closely enough with parents and other providers to meet the individual needs of some children. The management and staff of the setting have not fully taken into account their responsibilities to meet all the requirements set out in the EYFS framework. The strengths and weaknesses of the setting are not identified to bring about improvements for the early years provision and outcomes for children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve the partnership with parents and other providers by maintaining a regular two-way flow of information (Safeguarding and promoting children's welfare) 18/03/2009
- provide fresh drinking water at all times (Safeguarding and promoting children's welfare) 18/02/2009
- ensure that all staff manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) 18/03/2009
- improve the leadership and management of the setting by ensuring that all adults have a clear understanding of their roles and responsibilities and 18/03/2009

have the skills and knowledge to deliver the EYFS framework (Suitable people)

- assess the risks to children in relation to the radiators and serving of food and take action to minimise these (Suitable premises, environment and equipment) 04/03/2009
- organise systems to ensure that every child receives a challenging learning experience that is tailored to meet their individual needs to ensure that every child is included and not disadvantaged (Organisation) 18/03/2009
- ensure that staff value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning. (Organisation) 18/03/2009

To improve the early years provision the registered person should:

- improve the assessments by matching observations made to the early learning goals
- devise systems to evaluate the provision for children's welfare, learning and development to improve outcomes for children.

The leadership and management of the early years provision

The setting is led by a manager who employs an appropriately qualified staff team. However, staff are not always aware of how the setting operates or what is expected of them. Children are safeguarded through the vetting procedures that are carried out to ensure that all adults working with children are suitable to do so. Staff are able to demonstrate their ability to follow the correct procedures should they have concerns that a child may be neglected or abused. Detailed risk assessments are conducted which cover everything that children may come into contact with. However, these are not effective as some of the radiators, which are very hot to touch, are not guarded and staff are seen serving hot food to children whilst balancing serving dishes on one hand. As a result children's safety is compromised.

The individual needs of some children are not promoted sufficiently because systems have not been devised to monitor and evaluate the provision. Limited improvements made since the last inspection have too little impact on children's welfare and development. Parents comment that they are happy with the setting but links with parents and other providers supporting children's care and education are not strong enough to meet the individual needs of all children. Children who speak English as an additional language are not fully supported because staff do not provide opportunities for children to develop and use their home language in their play and learning. Throughout the nursery parents are not sufficiently involved in promoting their children's learning and development.

The quality and standards of the early years provision

Most children are making satisfactory progress towards the early learning goals because they are provided with a range of activities to promote their learning. However, their welfare needs are not always being met because adults working in the setting have limited knowledge of the welfare requirements set out in the EYFS framework.

Children in the baby room have their needs met through the warm relationships that they have with staff, who sit on the floor playing with them. Babies are very contented, playing happily alongside one another, exploring their surroundings with adult support. Activities are appropriate to babies age and stage of development such as shape sorters, soft toys and treasure boxes. Opportunities for babies to take part in art and craft are planned around their individual personal routines. The atmosphere in this room is calm with music playing in the background which the older babies thoroughly enjoy dancing to. The toddler room also situated on the first floor of the premises, provides young children with a range of activities, but as many of the resources are stored away in large boxes children are not always supported by staff to choose freely. They enjoy water play and have access to the sand tray, but due to insufficient sand they are unable to fully explore and experiment. Children as young as two are able to talk about shape and know their colours but staff fail to recognise when a child becomes bored with these activities and do not offer more challenging experiences. When children are engaged in an activity they play well together and they are taught to be kind to one another by staff who encourage them to share.

Most children in the pre-school room are confident and have familiar relationships with staff. Children in this room are able to initiate conversations with adults and some are able to write their names forming recognisable letters. Children have opportunities to grow their own vegetables, planting them from seed, harvesting them and then during baking sessions cook their own produce to eat. Observations made by staff show that children are making progress in their learning but these are not linked to the early learning goals. Children play well together in this room, but due to a lack of adult support in some areas they do not always engage in purposeful play. For example, they throw the soft toys at one another and do not always use resources appropriately. Children are often called away from a self-chosen activity such as role play to come and do their writing or number work. This impedes on their imaginative skills and independence.

All children are welcomed into an environment that is clean and bright, where most of them settle quickly. They tuck in enthusiastically to nutritious meals using the utensils competently because they are provided with equipment that is suitable for their age. Children are given drinks at meal times and snack times but they do not have access to fresh drinking water at other times of the day, which means that they could become thirsty during the day. They have opportunities to rest and be active during their time spent at the setting, often going for walks in the local community which contributes to a healthy lifestyle. Children enjoy themselves at the setting but are not always able to make their own choices and decisions because of the lack of appropriate intervention by staff. Although children behave

reasonably well, techniques by some staff result in children's confidence and self-esteem not being promoted. Staff are heard shouting at children and on occasions others are made to sit on their own away from their peers. Children have made friendships within the setting and share a happy rapport with one another, when playing in role play situations such as the 'vets'.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	3

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