

Playdays

Theatre House, White Hart Street, THETFORD, Norfolk, IP24 1AD

Inspection date	14/11/2012
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have a good knowledge of individual children and, through regular observations, are developing a clear picture of children and their individual interests. They ensure that resources and a good range of activities are provided to help meet their learning needs.
- Planning is effective to ensure the range of activities and resources offers a balance across the seven areas of learning. Observations and assessments of children are being used well to plan for the next steps in their learning.
- There are effective procedures in place for regular reviews of the nursery's self-evaluation to promote continuous improvement and staff are fully supported in their continued professional development, for the benefit of children.
- Children have opportunities to explore and investigate the natural world through activities for Forest Schools in the woods close by and they also have access to a range of equipment and resources in the garden.

It is not yet outstanding because

- Activities to support children's own cultural festivals or beliefs, so that all children can learn and respect each other's heritage, are not included in the planning.
- There is scope for the nursery to encourage parents to become more involved in their children's learning to ensure that staff have a sharply focused picture of children's achievements both in the setting and at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all rooms, the garden and on a walk to the woods.
- The inspector spoke with the owner and staff at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, the nursery's self-evaluation form, policies and procedures, a range of documentation and children's records.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Debbie Kerry

Full Report

Information about the setting

Playdays is a privately owned and managed day nursery. It was registered 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. All children share access to a secure, enclosed outdoor play area.

The nursery is open each week day from 8am to 5.30pm for 50 weeks of the year.

Children attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 52 children attending in the early years age range. The nursery is in receipt of funding for early education for three- and four-year-olds. Children with special educational needs and/or disabilities and children with English as an additional language are supported.

The nursery employs 12 members of childcare staff, including the proprietor, who work with the children. Of these, 10 hold appropriate early years qualifications. The nursery has some links with local schools and other early years providers. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide children with meaningful experiences and activities that increase their awareness of difference to celebrate, recognise and show respect for each other's heritage and culture
- develop partnership working to provide opportunities for parents to be involved in their child's learning so they can share their children's achievements from home and contribute to their progress records.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The key person system helps staff to get to know their individual children well, so that they can plan activities that meet their interests and provide appropriate challenges. Staff undertake regular observations on children as they play and this information is used to inform the weekly plans. This ensures that children are offered appropriate activities to support their individual developmental needs. Staff also note children's current interests and use these to provide activities that engage and capture children's interests. The planning, and children's learning journeys, clearly reflect the seven areas of learning of the Early Years Foundation Stage. The next steps in children's learning are identified and used to challenge and support their progress. The planning of activities is displayed in each room, which helps to keep parents informed of what their children are doing each day. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Current methods used to gain parental contributions about their children's learning at home, are not always effective. This means

that there is scope for the nursery to encourage parents to become more involved in their children's learning so that staff have a clear knowledge of children's achievements both at the nursery and at home.

Children benefit from a wide range of activities and resources, which are set out on the floor and on low, open shelving making them easily accessible. This encourages children's independence and allows them to make choices. Children explore capacity and volume as they fill and empty containers in the water tray. Staff sing songs and action rhymes with children to help promote their thinking skills, memory, speech and language. Older children play with dinosaurs in water and observe how long it takes the ice to melt in their 'ice age environment'. Children are developing their understanding of mathematics as staff count with them how many steps they take as they play 'What's the time Mr Wolf?' and how many ducks they see on their walk. Children undertake regular walks and outings within the local community. For example, they go to the woods as part of their Forest School activities, feed the ducks, go to the library, shops and post office. This helps them to learn about the wider world and their local environment. Children learn about other cultures and beliefs through undertaking a range of activities about different world celebrations. They have access to a range of resources that helps to promote their understanding of people's differences. However, children with different cultures do not have their needs fully supported. For example, no activities are provided to support their own cultural festivals or beliefs that are individual to them so that all children can learn and respect each other's heritage. Children who are ready to move on into the next age room are fully supported with their transition from one room to the next. This helps them to settle as they have time to get to know the staff and children.

Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and give them instructions to follow, to promote their thinking skills and develop their understanding around communication. Children have opportunities to paint, colour and draw with free access to mark-making resources to support their dexterity and early writing skills. Older children have free access to the outside play area, where they can explore a range of large and small equipment. They ride bikes and scooters, run, climb into the play house and crawl through tunnels to extend their physical skills.

The contribution of the early years provision to the well-being of children

Children are allocated a key person when they arrive; this is decided by which member of staff they form a bond with. As a result, children settle easily and have the confidence to seek out others for play. Children are developing good self-care skills. Staff encourage children's independence by supporting them, for example, as they wash their hands before eating and put their coats and boots on before going outside. They are learning about their own and others safety as they discuss road safety during focused activities.

Children are provided with a range of nutritious foods, prepared in-house from fresh ingredients, at snack time and mealtimes, to nourish them and promote their understanding of healthy eating. The outside environment has areas for digging, and raised beds to grow vegetables which children pick and then get to taste for snacks and

meals. This helps children learn about the natural world and promotes their health and physical development. Children are learning expected codes of behaviour as all adults act as positive role models; they provide examples of good manners to children during their play, and at snack and mealtimes.

The effectiveness of the leadership and management of the early years provision

There is a notice board near the entrance which displays a comprehensive range of information for parents to keep them fully informed about the nursery's practice. Parents have access to the nursery's policies and procedures and are further informed about events celebrated in the nursery through monthly newsletters. Overall, the nursery develops good relationships with parents and seeks support and advice from other professionals to ensure that each child's individual needs are fully understood and can be met. The nursery has formed strong links with several local schools to help children when they start full time education. There are systems in place, to exchange key information regarding children's welfare and learning, with other early years settings attended by children to enable continuity of care.

The nursery has in place clear procedures for evaluating and monitoring their good practice and has identified areas for improvement to benefit children's ongoing learning and development. Security of the premises is given high priority and staff create an environment that is safe and welcoming where children feel secure and happy.

The nursery has clear recruitment and induction procedures to ensure that staff know and understand their roles and responsibilities. All staff undergo checks to ensure that they are suitable to work with children. The manager undertakes staff appraisals each year to identify areas for development and staff are supported in attending further training to benefit children and to improve their practice. Children are given positive role models from both the male and female members of staff, this helps children learn that all adults and children are valued and included within the setting. Staff are fully supported in their ongoing professional development by the manager, helping to enhance their practice to ensure that the impact on children's learning and development remains positive.

The safeguarding and welfare requirements are fully understood by all staff and there are effective procedures in place to safeguard children and promote their welfare. All staff have good knowledge and understanding of the safeguarding procedures and have undertaken training to ensure that they are aware of the signs and symptoms of abuse and know how to report any concerns. Staff complete regular risk assessments to ensure that there are no hazards accessible to children and that they are provided with a safe and secure environment. Children are taken on regular outings and staff carry out comprehensive risk assessments in advance to ensure that children's safety remains paramount when out walking or visiting places within the local community.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY336454
Local authority	Norfolk
Inspection number	820657
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	52
Name of provider	Kerry Jane Shephard
Date of previous inspection	06/10/2009
Telephone number	01842 752575

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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