

Playdays

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

Inspection date	06/05/2014
Previous inspection date	14/11/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy and feel safe in this warm and welcoming nursery. They develop secure emotional attachments to staff and build friendships with other children.
- Staff have a good understanding of how children learn and the quality of teaching is good. Staff observe children as they play and plan effectively, to promote a balance across the areas of learning.
- Inclusion is promoted well, to ensure that children with special educational needs and/or disabilities are able to participate in all routines and activities each day.
- Children's transition to school is managed effectively. This supports them to be emotionally ready for school and to embrace new experiences with confidence.
- Staff understand safeguarding policies and procedures to ensure that children are protected from harm.

It is not yet outstanding because

- Children's speech development is not promoted as effectively as it could be because babies who use a dummy are not encouraged to remove it when they do not need it.
- There is scope to improve opportunities for parents to continue to be actively engaged in their children's learning in the nursery setting and at home, to further promote children's developmental progress.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the baby room, the toddler room, the pre-school room and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery owner/manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke to parents and children.

Inspector

Jacqueline Mason

Full report

Information about the setting

Playdays was registered in 2006 on the Early Years Register. It is privately owned 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 employs 12 members of childcare staff, including the owner who works with the children and has the role of manager. Most staff have early years qualifications to at least level 2. In addition, one member of staff has Early Years Professional status and two staff are qualified to degree level. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 5.30pm. Children attend for a variety of sessions. There are currently 72 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- promote the language skills of those children who have a reliance on the use of a dummy by encouraging them to remove it when they do not need it
- enhance opportunities for parents to be further involved in their children's learning in the nursery setting and at home, by encouraging them to continue to share what they know their child can do and involving them in the planning of their child's learning.

Inspection judgements

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

Staff have a good awareness of children's likes, dislikes and interests on entry to the nursery because they encourage parents to complete an 'all about me' questionnaire and discuss their children with them. Staff talk to parents to keep them informed about their children's developmental progress. Written records are available to parents on request and they are able to take these home to look through. However, there is scope to improve parents' involvement in their children's learning in the nursery setting and at home in order to fully promote the two-way sharing of information and enhance planning for children's learning. Staff are aware of the importance of the progress check for children aged two years. They share their findings with parents so that any concerns can be acted upon to meet children's developmental needs.

Staff know the children in their care well. They undertake thorough observations, which are evaluated effectively to identify the next steps in children's learning. These are reflected in their planning to meet the unique needs of every child. This ensures that every child makes the best progress that they can in their learning and development in line with their starting point. Staff support children well, through effective teaching and a good balance of adult-led and child-initiated activities. Short focused group activities, with small groups of children, ensure that their individual developmental needs are met. As a result, children are motivated to learn and are effectively supported to acquire the skills they need to be ready for the next stage in their learning, such as starting school or nursery. Inclusion is promoted well, with all children actively encouraged to participate in the activities and routines each day.

Children's language skills are generally promoted well across the nursery. Children who have English as an additional language are supported in the development of English while also providing opportunities for children to hear and use their home language. Babies and young children enjoy babbling and using sounds to communicate their needs and staff respond well to them, taking turns in conversation. However, those babies who have a reliance on the use of a dummy are not encouraged to remove it when they do not need it. This has the potential to impact on their speech development. Staff chat to older children and encourage the development of their vocabulary. For example, they imitate words and repeat them back so that children can hear them pronounced correctly. Staff engage older children in conversation and ask questions to challenge their thinking. They give children time to process questions before answering. For example, when playing with the small world farm animals children are encouraged to name the animals and their young. Children think carefully before confidently telling staff 'a baby goat is called a kid and a baby pig is a piglet'. Children enjoy stories and rhymes, joining in with repeated refrains and familiar stories. They confidently ask questions about the illustrations and staff take time to answer them, promoting children's observation and communication skills. Older children have regular opportunities to see their name when it is written and recognise some initial letters. Staff across the nursery promote activities for children to make marks, such as putting small world cars in a tray of shaving foam where children can make patterns with the wheels. This supports children to make connections between their movement and the marks they make and promotes their physical development. Their physical development is further supported through the range of bikes, swings and climbing equipment outdoors and low-level balancing equipment in the toddler room. Staff in the baby room arrange furniture to enable those children who are attempting to walk to be able to hold on to furniture to walk around the room.

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

Children are happy and settled in this warm, caring environment. Their transition to being in the nursery is managed well. Staff gather useful information from parents when children first attend the nursery, ensuring that established routines are shared and continued, promoting continuity of care. Each child is allocated a named key person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children develop a strong sense of

belonging and build strong emotional attachments to staff. Transitions within the nursery are good. Children are prepared well and fully supported by their key worker to progress from one room to the next. Children behave well. Staff act as good role models and treat children with genuine regard and respect. Consistent boundaries are in place to help children know what is expected of them. They share and take turns with popular resources and are supported to understand the need to play harmoniously together and have respect for each other's needs and feelings. Staff place meaningful praise on good behaviour and individual efforts, promoting children's self-esteem and confidence.

Children are well prepared for the next stage in their learning because they are supported effectively to develop the necessary skills which helps them embrace new experiences with confidence. Children benefit from a wide range of play materials to support their learning and development. Toys are suitable for the age of the children attending and are stored at low level. This enables children to choose what they want to play with, promoting their sense of belonging and independence. Playrooms are thoughtfully planned to promote all areas of learning and to create enabling environments for all ages of children. Children eat in the playrooms and hygiene routines ensure that children's good health is prioritised at all times.

Pre-school children have freedom of movement between indoors and outside while younger children, whose playrooms are on the first floor, have regular opportunities to be outdoors. Staff promote outdoor play but children have choices about whether they want to be outdoors or not. Parents are asked to provide wellington boots and coats for their children and the nursery manager also provides waterproof clothing that can be used if children want to play outdoors when it is raining. The garden is well-planned and supports all areas of learning. Children learn about healthy eating through planting and growing their own vegetables in the nursery vegetable garden. Children demonstrate that they manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as helping children whose playroom is on the first floor to use the stairs safely.

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

Thorough risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks. This means that children can play safely indoors and outside. The nursery premises are safe and secure to protect children from intruders. Parents and visitors are escorted through the nursery building, helping to ensure that children are never left alone with anyone whose suitability has not been checked. The recruitment procedure for new staff is robust and a record is maintained of suitability checks. A system of informal discussion, as well as formal appraisal, is well-established, to help identify the strengths and areas of weakness of staff and plan for their professional development. These all help to ensure that staff continue to be suitable to work with children. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise

when children may be at risk and know how to report concerns.

Staff are enthusiastic and motivated. They are led by a management team that has a good understanding of the requirements of the Early Years Foundation Stage. Staff are supported in delivering the learning and development requirements and the quality of teaching and learning is monitored, to ensure that it is meeting children's individual needs. Parents of children with special educational needs and/or disabilities feel particularly well-supported and value the good links that are made with external agencies. These good links help to ensure that concerns about children's well-being, learning or development are quickly identified and managed, to support children to make the best possible progress that they can.

Staff are committed to providing a good quality of care, learning and development for all children. A comprehensive complaints procedure is in place and this is shared with parents. Management takes the concerns of parents seriously and strives to resolve issues through purposeful discussion and taking any action necessary. Partnerships with parents are friendly and trusting and parents report that they find staff friendly, caring and helpful. They are happy with the care that their children receive and state that their children 'love coming to this nursery' and often do not want to go home. They would recommend this nursery to anyone. Self-evaluation takes into account the views of staff, parents and children and an action plan is in place to continue to promote continuous improvement.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	967032
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	72
Name of provider	Kerry Jane Shephard
Date of previous inspection	14/11/2012
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, which are usually the childminder's 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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