

Play Away Day Nursery

Inspection report for early years provision

Unique reference number 502871
Inspection date 26/10/2011
Inspector Diane Hawkley-Holt

Setting address Langdale Road, Runcorn, Cheshire, WA7 5PY

Telephone number 01928 565 351

Email

Type of setting Childcare - Non-Domestic

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Play Away Day Nursery was opened in 2001 and is one of two nurseries privately owned by the provider. It operates from a purpose built nursery centre in the old town part of Runcorn. It serves the local community and wider area. It is registered to care for 87 children. There are currently 75 children aged between eight months and four years on roll and they attend a variety of sessions. Of these, 34 children receive funding for early education. The setting supports children who have special educational needs and/or disabilities. All children share access to two secure enclosed outdoor play areas. The setting opens from 8am to 6pm five days per week. It is open all year round, except for bank holidays. The nursery employs 29 staff to work with the children. Of these, 27 hold appropriate early years qualifications and one staff member is working towards a Level 3 in childcare and one has achieved a level 5. The setting receives support from the local authority. The setting is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff recognise value and support each child's uniqueness as they promote a fully inclusive environment. Most policies and procedures are established and clear, which results in the promotion of children's welfare being good. The staff have a good understanding of most of their strengths and areas for improvement in the setting and the manager takes steps to continuously improve the service. The staff have built strong relationships with parents and other professionals to promote secure and consistent care for children. Children are making good progress in the setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further sustained shared thinking by offering encouragement, clarifying ideas and asking open questions which support and extend children's thinking and help them make connections in learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded and suitably protected in the setting because the manager and staff have up-to-date knowledge about local safeguarding policies and procedures. They have effective measures in place to manage any concerns about children in their care or if there was an allegation against a member of staff. Children are taught effective safety rules for indoor and outdoor play. They follow 'golden rules' that remind them to be kind and safe, this further promotes

children's safety. The staff are appropriately vetted and are safe and suitable to work with young children. This means that children are safe and well protected. The setting makes effective use of up-to-date risk assessments and daily checklists, which are reviewed regularly. This means that children are able to move safely and freely around the setting.

Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. The environment is well organised with enhanced displays of numbers, letters and positive images of activities and people and most of this is accessible to the children, this means that children are able to thrive and make good progress in their development. The manager and staff are aware of some of their strengths and weaknesses. The manager looks for ways to improve the provision for the children. Staff have clear roles and responsibilities, there is an experienced Special Educational Needs Coordinator and safeguarding officer. Staff meetings, parents' comments, and nursery targets contribute to the setting's self-evaluation process, which enables the manager to set some ambitious and appropriate targets. She has continued to develop effective processes to record and track children's progress. The manager has addressed most of the previous recommendations promptly and effectively. However, previous recommendations to enhance the recruitment process, by introducing medical checks to establish staff's medical suitability, have not been met. This means that the self-evaluation process is less effective in protecting children.

The staff form good working relationships with parents and carers. There is a good induction process, which obtains useful information about children, such as, their individual preferences and unique needs. Regular visits are encouraged before a child starts at the nursery. Parents of preschool children complete a 'look what I can do book' to inform staff of their development in the six areas of learning. This means that parents' wishes and children's individual needs are effectively met. The staff and parents share important information through daily chats and parents read the child's learning journey regularly and add comments and information from home. Parents attend an annual parents' evening where they discuss their child's progress. Parents attend celebration events organised by the setting. The manager seeks parents' views and these are used to improve the setting. This means that parents can become involved in their child's learning and each child is well supported in making good progress towards the early learning goals. Effective relationships with the local Children's Centre and schools enable staff to carry out well informed transfer visits, these partnerships are well established and contribute well to supporting children's welfare and learning. The staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the setting well. The setting is well resourced with equipment that depicts people with different abilities and backgrounds. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

The staff team are well qualified in childcare and are knowledgeable about the Early Years Foundation Stage they use this well to support children in their learning. Children are guided well by the staff to use the equipment safely, not to run indoors, and to be kind and caring to keep each other safe. The children feel safe and secure as they follow well-planned safe evacuation procedures. Children are protected very well as they follow road safety advice learnt during a visit from a 'crossing patrol person'. Children are supported to take some safe risks when using the slide and tools, such as scissors in the setting. However, children have few opportunities to independently direct their own learning and develop their creative and critical thinking skills. The nursery space has a gym with soft play blocks and a ball pool where children have opportunities to explore large motor skills indoors. Outdoors there are two play areas, where children can run, jump, ride bikes and climb on a slide. This means that children are able to thrive and make good progress in their development.

Children's good health is promoted because the setting provides a clean and stimulating environment where children are developing good independence with their personal care. Good health routines are established, for example, all children wash their hands after activities and before snacks. The setting has been awarded a 'Healthy Eating Award'. Children are protected from cross-infection because the setting ensures the equipment is cleaned to a high standard and checked daily. Children have good opportunities to experience singing, dancing and music. There are good procedures in place for recording accidents and administering medication, which promotes children's good health. Children are supported to recognise when they need to rest or sleep. The children have a choice of snacks and they are encouraged to make healthy choices. The staff observe the children regularly and record their progress through pictures and narratives. This information is used to establish a starting point for the children and then subsequent observations are used to plan stimulating activities that enable them to make good progress while at the setting. Children are making good progress in communication language and literacy, as the routine offers the children many opportunities to speak and listen, recognise their name both verbally and in writing. Staff support children well in developing language. Children access a wide range of books and there are plenty of opportunities for children to write and record their own learning, as there is a selection of paper and mark-making equipment readily available. The children also use technology regularly in the setting, such as, play mobile phones, cause and effect toys, and computers with suitable educational software. Problem solving, reasoning and numeracy is embedded in all activities. The children are well supported as they are counted in for lunch and at 'rhyme time' children have fun singing number songs.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others whilst learning about other cultures and beliefs. Children made Rangoli patterns and Diwali lamps; whilst learning about the festival of Diwali and they share scary stories as they explore the dark and Halloween. The staff also make

good use of books to introduce new ideas and promote diversity.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met