

Inspection of Playdays Nursery

100-102 Wimbledon Hill Road, Wimbledon, London SW19 7PB

Inspection date: 15 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this welcoming nursery. They feel safe and secure in the staff's attentive care. Staff have high expectations for children. They are good role models and offer children lots of praise and encouragement. Children are well behaved. They understand what is expected of them and are aware of the rules and boundaries in place. There is a strong focus on igniting children's natural curiosity and imagination. Children are confident to try out their own ideas. For instance, children place ice in the water tray to see what will happen. They find that the ice melts and explain their findings to staff, exclaiming, 'It has disappeared!'. Children experiment to see if other items, such as stones, will melt.

Children learn to make healthy lifestyle choices and their physical well-being is supported well. They have good opportunities to be physically active from the youngest age. All children play outdoors in the large garden each day. They learn to climb, run and ride tricycles. Toddlers enjoy weekly 'diddy dance classes' which help them to refine their large-muscle movements. Older children make regular trips to the local common. They enjoy activities, such as a 'bear hunt', which teach them to manage challenges and risks in the natural environment.

What does the early years setting do well and what does it need to do better?

- The manager is constantly evaluative of the care and education the nursery provides. She speaks with great enthusiasm about developments to the provision. For example, the nursery is introducing home visits for children to help them bond with their key person before they start nursery. The manager works hard to supervise and mentor the staff team. Staff report high levels of job satisfaction and say that they feel well supported.
- Staff training is well focused to benefit children. For example, staff recognise that some children need more support in managing their behaviour, following national lockdowns during the COVID-19 pandemic. Training has helped staff to develop new strategies to address issues such as biting. Managers have introduced resources to help children learn about feelings and emotions. However, these are not consistently used by staff to support children's learning.
- Staff monitor children's development well and identify where best they can provide support. For example, a high percentage of children speak English as an additional language. Therefore, children's communication skills are given high priority. Staff attend relevant training and use a range of strategies, such as simplifying language and using visual prompts, to help children learn new words. Staff describe how children have gone from speaking very little English to becoming confident bilingual communicators.
- Children are keen learners and show that they thoroughly enjoy the activities provided. For example, babies are curious to investigate a tray of cornflour gloop

using their hands. They gradually become more confident in their exploration and are motivated to climb into the tray and continue the experience using their whole bodies.

- Staff support good hygiene routines for children. For instance, they teach children to wash their hands before meals. However, at times, they complete tasks that children are capable of managing independently, such as wiping their noses or putting on their hats.
- Children develop a love of books from an early age; they look at books independently and are keen to listen when staff read stories to them. Staff carefully consider the books that they provide and skilfully use stories to support other areas of children's learning. For instance, children explore how to use materials creatively as they construct 'Stick Man' characters from a favourite book.
- Staff and children come from a wide variety of cultural backgrounds. This diversity is valued and celebrated throughout the nursery, helping children to be tolerant and respectful of others. Children are proud to share their experiences from home and enjoy celebrating events such as Diwali and Christmas together.
- The manager and staff have good relationships with parents. Staff share information on children's current development to help parents support and extend children's learning at home. Parents appreciate the interesting and varied activities that staff provide, and some say their children are reluctant to leave at the end of the day.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly discuss a range of safeguarding matters to help strengthen their knowledge. This includes issues such as the risks from exposure to extreme views or domestic abuse. Staff recognise the signs that a child might be vulnerable to neglect and abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. Staff assess the environment to remove and reduce potential hazards. There are robust recruitment processes to help ensure staff's suitability.

What does the setting need to do to improve?

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

- build on the ways that staff support children's understanding of feelings and emotions
- help staff to strengthen their support for children's independence and self-care skills.

Setting details

Unique reference number	EY266832
Local authority	Merton
Inspection number	10232614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	99
Number of children on roll	61
Name of registered person	Playdays Day Nursery & Nursery School Limited
Registered person unique reference number	RP911369
Telephone number	020 8944 8959
Date of previous inspection	15 December 2016

Information about this early years setting

Playdays Nursery registered in 2003. It is located in Wimbledon, in the London Borough of Merton. The nursery is open Monday to Friday, from 8am to 6pm for 51 weeks a year. The setting also provides out-of-school care. The provider employs 14 staff to work with children. Of these, 10 hold childcare qualifications. One staff member has qualified teacher status and others are qualified at level 3 or level 2. The nursery offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- The manager ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager and provider met with the inspector to discuss leadership issues, such as recruitment and staff supervision.

We carried out this inspection 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.

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