

# Inspection of Play Away Day Nurseries Ltd

Andersons Road, Southampton SO14 5FE

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Inspection date: 9 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 curious, inquisitive and keen to learn. For example, young children learn how to mix their own play dough. They take turns adding ingredients and mixing them together. They then confidently roll out the play dough using a range of tools. Children have strong bonds with staff. For example, babies put their arms up for cuddles and then snuggle in close. Children from a young age start to learn how to be independent with their self-care skills, such as doing up their coats. This then develops further as children get older. For example, children in pre-school fill up water jugs for each other during mealtimes. They then pour their own drinks.

Children show high levels of empathy towards one another. They offer cuddles and reassurance to each other when needed. Children are kind and caring. They eagerly ask each other if they would like to play together as they build friendships.

Children are keen to tell staff about their favourite things. For example, they excitedly tell staff they want to play the 'fishing game', which they then play with high levels of concentration. Children enjoy listening to their favourite stories and are beginning to learn how to retell the story to others.

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

- The manager is passionate about providing children with new experiences. For example, staff provide a focus on the outdoor environment. This includes teaching children about the wider world, such as how things grow. Children also begin to learn about risk in the outdoors as they learn how to keep themselves safe on climbing equipment.
- Staff talk highly of the strong team bond and high levels of morale. They take part in regular supervision meetings with the manager. These meetings look specifically at their well-being as well as their performance and any concerns they may have. Staff comment positively on the high level of well-being support that they receive.
- The broad curriculum builds on what children know as they progress through the nursery. However, some staff are not fully effective at implementing the curriculum. For example, at times, staff are unsure of what the learning intention is behind the planned activities and how to adapt the activity for different children.
- Staff skilfully support children's communication skills in a range of ways. They introduce children to new vocabulary as they play. In addition, staff teach children how to use sign language and how to use visual prompts to communicate. For example, children use pictures to show staff what they would like to do next. This means that children are able to successfully communicate their thoughts, wants and needs.

- Children who speak English as an additional language are further supported by staff. For example, children are encouraged to use their home language. Staff speak a variety of languages themselves with the children. This helps children feel settled and confident to use their home languages as well.
- Children make good progress in their learning and development, in particular those with special educational needs and/or disabilities (SEND). Staff are passionate about supporting children with SEND to reach their full potential. They ensure that their decisions are in the best interest of the child. For example, children move rooms when they are developmentally ready instead of when they reach a specific age.
- Staff support the needs of children with SEND using a variety of ways. For example, they have implemented a range of intervention groups. These programmes help children develop their communication skills as well as their listening and attention skills. For instance, children eagerly sit and engage during 'bucket time'. This activity allows them to explore a range of sensory toys while developing their attention span further.
- Staff have strong relationships with parents. Parents highly praise the communication between staff and themselves. They comment that staff are a highly valuable source of parenting advice. However, parents are not consistently aware of children's next steps. As a result, not all parents know how to support children's next steps at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and symptoms which may indicate that children are at risk from harm. Staff know how to follow local safeguarding partner processes when reporting concerns. This includes the whistle-blowing processes to follow when reporting allegations about staff. Staff follow a strict allergy management process to ensure that all children are kept safe during mealtimes. For example, a member of staff will always sit with a child with an allergy to ensure there is no cross-contamination. Staff demonstrate a secure understanding of safe sleeping practice and ensure they follow the recommended guidelines. The manager demonstrates a secure understanding of ensuring staff suitability. This includes during the recruitment process and staff's ongoing suitability.

## **What does the setting need to do to improve?**

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

- develop further staff's understanding of the curriculum to ensure it precisely meets the needs of individual children
- build on the good partnerships with parents further to ensure that all parents receive information on how to support their children's learning at home.

## Setting details

<b>Unique reference number</b>	EY229821
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10269502
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Play Away Day Nurseries Limited
<b>Registered person unique reference number</b>	RP902258
<b>Telephone number</b>	02380230007
<b>Date of previous inspection</b>	24 October 2018

## Information about this early years setting

Play Away Day Nursery registered in 2002. It is situated in the centre of Southampton. The nursery is open from 7.30am to 6.30pm Monday to Friday for 51 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. There are 21 members of staff employed to work with the children, 12 of whom hold appropriate childcare qualifications between level 2 and level 6.

## Information about this inspection

### Inspector

Natasha Jarvis

## 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 that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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