

Inspection of Play Away Day Nurseries Ltd

Andersons Road, Southampton SO14 5FE

Inspection date: 22 January 2025

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 arrive happy, confident and eager to learn at this inclusive and welcoming nursery. Staff work closely with families to gain a deep understanding of the children in their care. They use this information to help children settle, meet their individual needs and form good bonds with staff. Babies show that they feel secure as they approach familiar staff for cuddles and reassurance, when needed. Older children seek out their key person to share their experiences or ask for support. This helps children to have a sense of belonging at the nursery.

Staff plan a wide range of activities and experiences that capture children's interests. For example, babies have great fun making marks with paint and water with brushes. Toddlers persevere at scooping sand into buckets to make sandcastles. Older children develop the small muscles in their hands as they skilfully use scissors and glue sticks to make creations. Staff know children well and adapt activities to take account of the age and abilities of the children taking part. This helps all children make the progress they are capable of.

Staff are positive role models and have clear expectations for children's behaviour. For example, they encourage and support children to share, take turns and use good manners. Children know what is expected of them and follow the daily routine well. For instance, when they hear staff shake a tambourine, they know it is time to tidy away their toys, in preparation for their next part of the day.

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

- The curriculum is carefully thought out and well sequenced. Staff recognise and value children's uniqueness as a priority. They have a clear understanding of what children already know and can do, building on their interests to support their next steps in learning. The provider uses any additional funding well. For example, they tailor support to meet the individual needs of the child. All children, including those with special educational needs and/or disabilities, make steady progress from their starting points.
- Staff understand the importance of developing children's speech and language. They use different methods to support individual children's communication needs. For example, staff learn key words in children's home languages and use simple sign language to assist communication skills. Staff introduce lots of new vocabulary in activities. For instance, babies babble with delight when staff read stories and sing to them. Older children engage in meaningful back-and-forth conversations with staff. This helps to develop children's growing vocabulary, including for those who speak English as an additional language.
- Staff caring for babies and toddlers are gentle and caring. They respectfully ask children's consent during personal care routines, such as wiping noses and

nappy changing. Overall, staff use opportunities for children to practise their independence skills. For example, they encourage even the youngest of children to feed themselves successfully using cutlery. Older children tidy away their toys and put on their own coats before going outside. However, at times, staff are too quick to complete simple tasks for children that they could try for themselves, such as pouring their own drinks and clearing away their plates. This means that children are not always fully encouraged to master their independence skills.

- Children show positive attitudes towards their learning. They are inquisitive and eager to learn, which contributes towards their problem-solving skills. For example, staff encourage younger children to compare size and count objects as they play. In addition, when older children make dough with staff, they recognise it needs more ingredients. Staff ask probing questions to help support their ideas. As a result, children try different ways to change the consistency of the dough.
- Overall, the provider ensures that staff have the support and training they need to deliver good-quality care and education for all children. Staff have regular supervision sessions to discuss key information and their well-being. However, the arrangements for monitoring staff practice and identifying areas where they need more support, are not always fully effective. For example, at times, some staff rely on others to take responsibility or wait for direction before carrying out routine tasks. This results in minor inconsistencies in staff's understanding of their roles and responsibilities.
- Staff establish good relationships with parents, who speak highly of the care and education their children receive. Parents know who their child's key person is and comment on the support and guidance offered. For example, how they can promote children's speaking skills and potty training at home. Staff update parents on their child's day during daily conversations and on an online app.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when they can encourage children to develop their independence skills further
- strengthen the monitoring and support for staff so that they fully understand their roles and responsibilities.

Setting details

Unique reference number	EY229821
Local authority	Southampton
Inspection number	10378750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	125
Name of registered person	Play Away Day Nurseries Limited
Registered person unique reference number	RP902258
Telephone number	02380230007
Date of previous inspection	9 January 2023

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 16 members of staff employed to work with the children, 14 of whom hold appropriate childcare qualifications between level 2 and level 6.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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