

# Playmates Nurseries Ltd

Inspection report for early years provision

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**Unique reference number** 303449  
**Inspection date** 26/04/2011  
**Inspector** Jean Thomas

**Setting address** 136 Hough Green Road, Widnes, Cheshire, WA8 4PG

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**Type of setting** Childcare on non-domestic premises

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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).

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## **Description of the setting**

Playmates '2' day nursery is one of two nurseries owned and managed by Playmates Nurseries Ltd. It opened in 2000 and operates from a converted two storey house close to the centre of Widness, Cheshire. There is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am until 6pm all year round except for bank holidays. Children are able to attend a variety of sessions. A maximum of 45 children may attend the nursery at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early years education for funded two, three and four year olds. The nursery supports children with special education needs and/or disabilities and children who speak English as an additional language.

The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The provider and staff team value the uniqueness of each child and plan effectively to help children reach their full potential. Children make good progress in this fully inclusive, caring and stimulating nursery. Systems are in place to work in partnership with parents and other professionals to promote continuity in children's welfare, learning and development. Comprehensive self-evaluation systems reflect the commitment to sustain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- review the risk assessment to cover anything with which a child may come into contact including the damaged fence and raised bricked edging in the outdoor play environment
- make consistent use of the tracking systems to help identify and prioritise children's next steps in learning and development to support their progress towards the early learning goals.

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

The provider, manager and staff team have a good knowledge of safeguarding procedures and their responsibilities in reporting concerns to protect children from

harm. The recruitment procedures ensure all adults working with children are suitable for their role. Risk assessments are carried out and documented for both the setting and outings. However, the risk assessment lacks detail regarding aspects of the outdoor play area as it does not consider all the children may come into contact with for their safety. Supervision of the children is good and staff are effectively deployed in the indoor and outside environments for children's well-being and enjoyment. Documentation is in place as legally required.

The provider, manager and staff team are committed to the continual improvement of practice to promote better outcomes for children. The whole staff team reflect on practice through self-evaluation to identify areas for improvement. The nursery has benefited from local authority funding to improve the indoor and outdoor facilities and the indoor equipment to further enhance children's play and learning experiences. The nursery has received the highest health promotion award and has successfully completed a Quality Assurance programme. The recommendations from the last inspection have been fully met. The hygiene procedures have been improved at snack time through the provision of appropriate utensils and children's self-help skills are enhanced as they help serve their own meals. As recommended, doors have been fitted to the toilet cubicles for children's privacy.

The staff team are proactive in promoting equality and diversity. The children's uniqueness is respected as staff get to know them and their families very well. Building these relationships and the key-person system contributes significantly in staff meet children's individual needs. The organisation of play resources and equipment in both the indoor and outdoor environments gives all children opportunity to explore and enjoy the full range. Effective systems are in place to work in close partnership with other agencies to support their progress. Partnerships with others delivering the Early Years Foundation Stage to the children are evolving.

Strong partnerships with parents are established. Parents are kept well informed about their child's progress and are invited to contribute to their child's learning and development record. There is ongoing discussion between key-persons and parents to discuss child's progress in addition to the formal parent meetings. The activity planning is on display and suggestions are put forward to parents to continue and extend children's learning and development at home. Regular newsletters inform parents about organisational issues and planned activities. Parents comment highly about the provision and state that they are pleased with the progress their children are making.

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

Staff build respectful and caring relationships with all children. In this friendly and secure setting the children are happy, confident and motivated in play. Consequently, from an early age children are developing good levels of concentration. The staff place high importance in meeting children's emotional needs. Sensitive systems are in place to help new children settle and for the

transitional arrangements as they move to their next playroom within the nursery or onto school.

The staff's understanding and knowledge of the Early Years Foundation Stage significantly contributes towards children's learning and development. Children are offered a wide range of activities and experiences covering the six areas of learning to support them in making good progress towards the early learning goals. There is a good balance between child led and adult led activities. Observation, assessment and planning procedures support individual children's development and learning. Staff monitor children's progress, however, it is less clear that the system is being used to identify and prioritise children's next steps in learning. Staff appreciate children's preferred styles of learning and continue children's learning in the well planned outdoor environment. For example, role play continues in the outdoor environment. The children select dressing up clothes and use construction materials to creatively pursue imaginative play.

The children have good opportunities to follow their interests, to develop their ideas and practise skills. This is enhanced by the staff's effective and appropriate involvement to extend children's learning and the continuous provision of play materials in each of the rooms. For example, the older children decide to make their own books by accessing a range of materials in the writing area, showing their ability to competently use scissors and form letters of their name. The children use their problem solving skills as they make constructions of their own design using magnetic wooden shapes. Staff's involvement promotes children's understanding of quantity and size as they are encouraged to compare the length and height of the different constructions. Children show an interest in numbers and self-initiate their learnt mathematical concepts into the different activities they pursue. The children become confident communicators. They eagerly share their ideas with staff and friends using language for thinking as they talk about their play plan. The key persons of the younger children respond to their vocalisation to help their language development. All ages of children enjoy singing familiar songs. From an early age children develop good listening skills as the stories are read by staff with enthusiasm and expression to capture children's interest. Children have many opportunities to explore and investigate a wide variety of media to support their learning through using their senses. The babies smile with delight as they shake the plastic containers filled with different materials to create a variety of sounds. Communicating, literacy, numeracy and information and communication technology are promoted well, which contributes to children's future economic well-being.

Children benefit from a healthy and varied diet and enjoy energetic outdoor play which contributes to their general health and well-being. A wide range of equipment is available to promote their physical development and coordination. The children have their own garden area and are growing plants and vegetables. Involvement in activities, such as, gardening and cooking helps to develop good life-long eating habits. Children learn about sustainability of the earth's resources in practical ways through not wasting the water and appreciating the care and attention plants needs to survive.

The children's behaviour is good. Staff present themselves as good role models

and children respond to their calm and friendly approach. Children learn about sharing and taking turns through gentle re-enforcement from staff. Friendships are forming as the children show that they enjoy each others company. Children learn to take responsibility for their setting and happily help to tidy away play materials. Meal and snack times are social occasions. The children sit together with staff and talk about events in their lives.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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