

Playtots

The Robins Childrens Centre, Pilch Lane, Liverpool, L14 0JG

Inspection date

Previous inspection date

24/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have a very good understanding of children's learning and development needs, which helps all children to make good progress from their individual starting points.
- Children have strong attachments to staff who are caring and attentive to their needs. This enables the children to explore their environment with confidence and ensure their emotional well-being is supported well.
- Strong leadership empowers staff to work well as a team, so that they provide consistent, good quality care for all children.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Children and their families are valued and well embedded partnerships with parents and other professionals contribute significantly to the staff's knowledge of children's individual needs.

It is not yet outstanding because

- There is scope to further develop the use of words, letters and numbers so that children have increased opportunities to maximise their literacy skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to both children and staff and observed play and learning activities within the two playrooms and also in the outdoor environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the provider.
- The inspector carried out a meeting with the provider and looked at and discussed a range of policies, procedures and documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Alison Regan

Full report

Information about the setting

Playtots was re-registered in 2013 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated within The Robins Children's Centre and is owned and managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery currently employs 12 members of childcare staff. Of these, one holds an Early Years Professional status; two are qualified at level 6, six at level 3 and one at level 2. The nursery is open Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. Currently, there are 46 children on roll within the early years age group and supports children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already stimulating learning environment to include more words, letters and numbers so that children have a wider range of opportunities to recognise print and numerals in the environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of the Early Years Foundation Stage and how to promote individual children's next steps through detailed planned activities. There are robust measures in place, which are managed by the lead practitioner to check that staff observe and assess children correctly, so that accurate assessments are used to inform planning across the nursery. This means that staff are able to address any gaps in learning that may emerge, so that early interventions can be made at the earliest opportunity. This ensures that children make progress and are fully supported in gaining the skills necessary to support their future learning. The educational programmes are interesting and well planned and have depth and breadth across the seven areas of learning. For example, the older children enjoy a visit from the farm and with effective instructions from staff, they care for the animals by feeding them and learning how to handle the animals with care. As a result, all children are engaged in activities that enable them to become confident and active learners and they make good progress according to their age and stage of development.

Children have access to continuous indoor and outdoor provision. Outdoors children develop their physical skills by moving confidently, they climb, slide, ride wheeled vehicles, dig and investigate the mud kitchen. Staff provide children with the opportunity to mark

make, both indoors and outside and they use a variety of brushes to paint outside. Indoors children use crayons and pencils to draw pictures, they scribble, and draw their favourite animal and are praised by staff. This contributes to developing their early writing skills. Children's reading skills are promoted well in the nursery and children have access to a wide range of books which are appropriate to the age and stage of development. Babies are supported well to crawl and pull up standing and staff encourage first steps using furniture. Babies play and explore in their environment by touching and investigating resources from the treasure baskets. Staff are attentive to their needs and interact with the babies well. As a result, children of all ages acquire the skills, attributes and dispositions they need for their the next stage of their learning. Support for children's communication and language skills are fostered well through play. Staff comment that children have made progress in their communication and language since the nursery has become more involved in nurture sessions. Staff are skilled in promoting and modelling language and take many opportunities to support this. For example, during a maths activity with a group of children, staff ask effective questions to encourage children answer questions confidently. While playing with the parachute, children enjoy singing songs and join in with other children. Consequently, children become very confident speakers and show good levels of curiosity.

Children are working comfortably within the typical range of development expected for their age taking into account their starting points. This is because staff work closely with parents from the onset to gather information on what the parent already knows about their child. Every child has their own file, which includes observations, children's next steps and photographs of children's work. Their individual progress is recorded on a development tracker, which is also stored in the file. Parents are fully involved in the child's learning and are invited to the nursery to look through the file and discuss their child's progress at key points during the child's time in the nursery, for example, the progress check at age two. The nursery operates an open door policy for parents, and encourage parents to talk to their key person at any time should the need arise. This is a strength of the nursery and as a result parents feel valued and involved in their child's progress. Children with special educational needs and/or disabilities are supported very effectively because staff meet regularly with parents and other professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development that will help them make as much progress as they can in readiness for school.

The contribution of the early years provision to the well-being of children

Staff have a secure knowledge of the Early Years Foundation Stage and how to promote individual children's next steps through detailed planned activities. There are robust measures in place, which are managed by the lead practitioner to check that staff observe and assess children correctly, so that accurate assessments are used to inform planning across the nursery. This means that staff are able to address any gaps in learning that may emerge, so that early interventions can be made at the first opportunity. This ensures that children make progress and are fully supported in gaining the skills necessary to support their future learning. The educational programmes are interesting and well planned and have depth and breadth across the seven areas of learning. For example, the

older children enjoy a visit from the farm and with effective instructions from staff, they care for the animals by feeding them and learning how to handle the animals with care. As a result, all children are engaged in activities that enable them to become confident and active learners and they make good progress according to their age and stage of development.

Children have access to continuous indoor and outdoor provision. Outdoors children develop their physical skills by moving confidently, they climb, slide, ride wheeled vehicles, dig and investigate the mud kitchen. Staff provide children with the opportunity to mark make, both indoors and outside and they use a variety of brushes to paint outside. Indoors children use crayons and pencils to draw pictures; they scribble and draw their favourite animal and are praised by staff. This contributes to developing their early writing skills. Children's reading skills are promoted well in the nursery and children have access to a wide range of books which are appropriate to the age and stage of development. However, there is scope to enhance the learning environment to include more words, letters and numbers so that children have a wider range of opportunities to recognise print and numerals in the environment to extend their early literacy skills. Babies are supported well to crawl and pull themselves up to standing and staff encourage first steps using furniture. Babies play and explore in their environment by touching and investigating resources from the treasure baskets. Staff are attentive to their needs and interact with the babies well. As a result, children of all ages acquire the skills, attributes and dispositions they need for their the next stage of their learning. Support for children's communication and language skills are fostered well through play. Staff comment that children have made progress in their communication and language since the nursery has become more involved in nurture sessions. Staff are skilled in promoting and modelling language and take many opportunities to support this. For example, during a maths activity with a group of children, staff ask effective questions to encourage children answer questions confidently. While playing with the parachute, children enjoy singing songs and join in with other children. Consequently, children become very confident speakers and show good levels of curiosity.

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

The management and staff team have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. The lead practitioner monitors and tracks children's assessment files to ensure all children are making good progress and their individual learning needs are well met. This ensures that any gaps in children's progress are swiftly identified and acted upon at the earliest opportunity. Staff demonstrate they have a thorough knowledge of the nursery's policies and procedures. There are secure procedures for recruitment and vetting of all staff working with children. All staff have a current Disclosure and Barring Service check and know they must disclose to the manager on a regular basis any changes that may affect their suitability to work with children. Staff fully understand their role in protecting children from harm and are fully aware of what to do should they have a concern about children's welfare. All staff have received safeguarding and first aid training. Risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and fire evacuation drills are thoroughly recorded. As a result, children are well protected and kept safe at all times.

The performance of all staff is closely monitored and their ongoing professional development is actively promoted. For example, the manager completes observations on all staff on a regular basis. Underperformance of staff is addressed and additional support is implemented swiftly and monitored on a regular basis. This ensures that staff are maintaining their commitment to good teaching and learning strategies. Self-evaluation is good. The manager has written self-evaluation documents, which accurately highlights strengths and weakness for the nursery. Areas identified for improvement include the nursery increasing the amount of parent stay and play sessions to raise awareness of children learning and development. The manager reported that these have been increased and there is a positive impact on families becoming more involved with their child's learning. This means that the nursery has a good capacity to improve further.

Partnerships with parents and other professionals are evident and well established. Excellent relationships, information sharing and good communication systems ensure that parents are kept fully informed of their children's progress. The parents' voice is clearly reflected throughout the nursery. Parents further support children's learning by taking home a musical toy at the weekend and complete a diary on what activities they have taken part in. Daily diaries provide parents with details on the child's day at nursery and parents have many opportunities to talk to staff about their children. This is underpinned by the effective key-person system in place across the nursery. There is consistent, secure support for all children and as a result, their needs are extremely well met. Parents are very happy with the nursery and spoke very highly of the commitment of staff and the homely environment that the nursery has to offer.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY474351
Local authority	Knowsley
Inspection number	949389
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	46
Name of provider	Heather Jayne Haddley
Date of previous inspection	not applicable
Telephone number	07817168139

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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