

Playtime Nursery

131 Rectory Road, SUTTON COLDFIELD, West Midlands, B75 7RT



Inspection date

15 May 2015

Previous inspection date

22 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified staff team fully understand how young children develop and grow. They use their knowledge to plan and provide activities, that both support and challenge children's learning. This has a positive impact on the quality of education children benefit from.
- Older children are well prepared for school. Staff have an awareness to promote their independence throughout. They are encouraged to learn about responsibility, by helping adults carry out small tasks. This approach equips them with the required skills they will need in the future.
- Staff are welcoming, friendly and kind. They spend time getting to know children and their families from the start. Therefore, children settle quickly, gain confidence to explore, and demonstrate that they enjoy interacting with familiar staff.
- Children's physical skills are particularly well promoted in the outdoor area. Staff have created a dedicated space for the youngest children to safely move around and explore. Older children benefit from the use of a large climbing frame and a built-in climbing wall, to challenge their coordination, balance and different movements.
- Partnership working with parents, other providers and professionals is very well established. Managers and staff work effectively with them to ensure information is shared well. This supports continuity in children's learning and care.

It is not yet outstanding because:

- The nursery benefits from children attending with a diverse range of languages. However, staff do not always make the most of opportunities to promote their home language.
- Managers do not always make the most effective use of the systems in place to check staff performance. This is because they are not always highly focused on the quality of their teaching, to promote children's attainment to the highest level.

What the setting needs to do to improve further

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

- promote the use of children's home language further, for example, by providing more opportunities for children to share their home language with peers
- make more effective use of the already good systems in place to observe staff practice, for example, by focusing more on raising the quality of teaching so that children achieve at the highest level.

Inspection activities

- The inspector observed activities, both indoors and outside.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager, and spoke to staff throughout the inspection.
- The inspector looked at a range of documents, including policies and procedures, children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector discussed the nursery's self-evaluation with the manager and staff.
- The inspector took account of the views of parents' and children spoken to on the day.

Inspector

Josephine Heath

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress because the quality of teaching is consistently good. Babies benefit from group singing sessions, which promote their early communication and listening skills. They are able to repeat a few familiar words and phrases, and enthusiastically join in with staff, who model the actions. Children enjoy experimenting and making marks with the interactive whiteboard. Staff support them to set up the activity, and encourage them to learn how to independently operate the computer programme. Pre-school children spend time playing together. They share ideas and work together to build structures. Staff carefully observe children play and support them as required. They help them to share resources and negotiate with their peers, which promotes their good social skills. Many children attend the nursery whose home language is not English, and staff are aware of the importance of using this to promote children's communication skills. However, there is scope to enhance this further, so that they can share and celebrate their different languages with peers.

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

Children are looked after well. Staff work closely with parents and make appropriate adaptations to the practice, to ensure children's care needs are met. The environment is bright and stimulating. Resources are easily accessible and children choose what they want to do. Children are motivated to explore and eager to learn. Children's good health is especially well promoted. The nursery has recently taken on the Startwell programme, which promotes children's understanding of being healthy. The daily menus have been reviewed to ensure meals are nutritious. Children also take part in activities, such as cookery and active movement sessions, where they begin to learn about the benefits of exercise and eating well.

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

Leaders and managers fully understand their responsibility to meet the requirements of the Early Years Foundation Stage. They make effective use of documentation to ensure children are consistently well cared for. All staff are clear about the procedures to follow, should they have any concerns about a child's welfare. This ensures children are kept safe from harm. Management make use of an electronic system to check children's progress. This clearly highlights any areas of possible delay in their learning. Staff and the nursery's special educational needs coordinator make good use of this information, to ensure children benefit from the help and support they need to achieve good progress. Staff are well supervised and their performance is monitored on a regular basis. However, managers are yet to make the most effective use of the existing systems, to review and focus on raising the quality of teaching. Therefore, the standards of teaching are not yet consistently high enough to help children achieve at an outstanding level. Management evaluate the nursery and set clear targets to work towards. They demonstrate a drive for future improvement, to ensure children benefit from the best possible education and care.

Setting details

Unique reference number	EY379611
Local authority	Birmingham
Inspection number	849777
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	87
Name of provider	Playtime Nursery Ltd
Date of previous inspection	22 June 2009
Telephone number	0121 311 1970

Playtime Nursery was registered in 1990. The nursery employs 16 members of childcare staff. All hold appropriate early years qualifications, one at level 2 and 12 at level 3. One member of staff has Early Years Professional status, and one has a BA Hons degree. The manager has a foundation degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports who speak English as an additional language and children with special educational needs and/or disabilities.

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