

Playtime Nursery - Shepperton

St Charles Ltd; Miles House, Govett Avenue, Shepperton, Middlesex, TW17 8AG



Inspection date

4 July 2016

Previous inspection date

27 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have effective recruitment methods to employ qualified staff, and encourage all staff to improve their knowledge and skills in childcare.
- Staff have a good understanding of how children learn and are consistently alongside them during play to promote their learning. Children gain good communication skills as they talk and play with staff.
- Children and babies build strong relationships with their key person and other staff, who are attentive to their individual needs. Staff promote children's emotional well-being effectively.
- Children make good progress in their learning and development. They are confident and well-motivated to play and learn.
- Managers and staff have forged strong links with other professionals and agencies who are involved in children's care. They use their partnerships with others as one way of providing consistent care for children.

It is not yet outstanding because:

- Some activities that staff provide lack the level of interest and challenge to fully engage and enthuse children to learn to extend their skills.
- Staff do not consistently teach children the skills they need to understand their feelings and take charge of their own behaviour.

What the setting needs to do to improve further

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

- extend the level of challenge in play activities to fully interest, engage and motivate children to learn at their full potential
- teach children consistently how to understand their feelings and take charge of their own behaviour.

Inspection activities

- The inspector saw children at play in each of the play areas within the nursery.
- The inspector examined a range of documents, including recruitment methods, staff qualifications and children's records.
- The inspector and manager carried out a joint observation.
- The inspector listened to parents to gather their views.

Inspector

Susan McCourt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a firm understanding of safeguarding issues and know what action to take should they have concerns to protect children's welfare. Managers ensure all staff take part in well-established risk assessment routines and work closely together to continually meet the correct staff-to-child ratios. Managers involve parents and staff in evaluating the quality of the provision, and all staff take responsibility for driving improvement. For example, they worked together to improve the quality and use of resources which reflect children's diverse backgrounds. Managers monitor staff's work and children's progress effectively.

Quality of teaching, learning and assessment is good

Staff use a wide range of different methods to communicate and exchange information with parents. For example, when children first start in the setting, staff combine parent information with their own observations to establish children's starting points in learning. Parents appreciate the staff's ideas of activities to do at home, and they share special milestones in children's development. Staff plan activities based on children's interests and learning needs, such as role playing as a hairdresser, or following designs with construction toys. Children enjoy their play, and staff give explanations and teach extra knowledge in response to children's questions, such as why aeroplanes have wheels.

Personal development, behaviour and welfare are good

Children enjoy a wide range of healthy snacks and meals, and independently serve their own food and pour drinks. Staff are knowledgeable about children's dietary needs, including allergies and cultural requirements. Children and babies enjoy a wide range of physical play activities, such as using the soft-play equipment, digging in the garden and using ride-on toys. Staff use the good-quality resources well to provide plenty of space and time for children to explore and play. Children are well-behaved and learn how to take turns and share their toys.

Outcomes for children are good

Children achieve well within the typical range of development for their age. Children with special educational needs also make strong progress from their starting points in learning. Children with English as an additional language make good progress in their speaking and communication skills. Children make decisions about what books to read at group times and what songs to sing, adding new verses of their own to add to the enjoyment. They are confident to explore new toys and play areas as they move on from one play room to the next, such as from the toddlers' room to pre-school. Children gain the skills they need in preparation for the next stage of their learning, such as school.

Setting details

Unique reference number	EY381699
Local authority	Surrey
Inspection number	1055061
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	90
Number of children on roll	148
Name of registered person	St Charles Limited
Registered person unique reference number	RP901351
Date of previous inspection	27 November 2012
Telephone number	01932 246747

Playtime Nursery opened in 2008 and is in Shepperton, Middlesex. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 17 staff who work directly with children. Of these, 13 hold appropriate early years qualifications.

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