

# Playdor Nursery School

Playdor Nursery, 4 Chorley Hall Road, Chorley, PR7 1RJ



## Inspection date

Previous inspection date

26 July 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff are enthusiastic and welcoming in their nature. Their pleasant dispositions and genuine interest in the children they care for helps children to establish bonds quickly. Children are happy and confident, helping to promote their emotional well-being.
- The interesting activities offered and well-presented playrooms and garden provide children with plenty to touch and test. This tempts children to be confident to explore during their play. They are developing the skills that support them to be active learners.
- Parents and extended family members alike are warmly welcomed and effectively engaged. They speak positively about the quality of care and good progress they feel their children are making.
- Teaching is good as staff have a secure understanding of the way children learn through play. They instigate discussions that support children to think critically. For instance, staff support children to explore the ways they can use water to propel the toy diver down the length of guttering.
- The setting is adept at working with parents and other agencies and services to ensure that children who have special educational and/or complex health needs receive effective support.

### It is not yet outstanding because:

- The recently improved systems that assess and monitor staff's practice and assessments of children's progress, are not yet fully embedded to check their consistency and accuracy over a period of time.
- There are times during some group activities when the noise levels and domestic activity around the rooms, make it difficult for children to hear and remain engaged.

## What the setting needs to do to improve further

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

- embed the recently introduced systems for evaluation and monitoring of staff practice to assess the impact that the improvements, changes and training are having on the provision and children's learning
- help children to be able to listen more carefully to adults and each other.

### Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of a number parents and extended family members spoken to on the day of the inspection.
- The inspector held meetings with the owner/manager, the deputy manager, the early years teacher and the special educational needs coordinator. He also discussed the self-evaluation arrangements and plans for future improvement.
- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children and carried out a joint observation with the owner/manager.
- The inspector looked at children's registration and learning records. He checked the evidence of the qualifications and the suitability of staff working in the setting and looked at a range of other documentation, including arrangements for staff development.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of how to protect children from harm and report any concerns they have about a child's welfare. The manager communicates with enthusiasm, her aspirations for the quality service she aims to offer. She has invested in a range of improvements, such as the refurbishment of the garden. She has sought feedback from early years and health and safety consultants to support future plans for improvement. A programme for staff supervision and development is undertaken and she takes robust action to tackle the poor performance of any staff. The team spirit is good. Systems to identify any gaps in children's learning and in the learning programme have been established.

### Quality of teaching, learning and assessment is good

Staff have a wide range of qualifications and experience. They use their skills effectively to promote children's learning. Early writing skills are encouraged as pencils, pads and paper are readily available. To add interest, staff provide trays of unusual textures, such as mashed potato and shaving foam to encourage children to make marks in a variety of ways. Staff plan and assess for children's progress well. Activities are well matched to children's interests and abilities. For example, babies are provided with a chunky round crayons to help them to develop their small-muscle skills. Staff use their knowledge about children's interests to encourage social development. For instance, they encourage children's imaginative play about a bus to foster their sharing and social interactions.

### Personal development, behaviour and welfare are good

Children's health is promoted well. The setting is clean and staff implement hygiene routines consistently. The key-person system is effective and children are relaxed in the company of staff. Babies enjoy reassuring cuddles and older children are confident to engage in conversations with visitors. Parents stated they felt they were kept well informed about the arrangements for supporting children as they move groups or on to school. Children are well behaved and the staff's kind and polite approach provides them with a good model of how to interact with each other. Children demonstrate they understand the simple boundaries within the setting and an awareness of keeping themselves safe as they play. For instance, they wait until there is space ahead and use their feet to steady themselves as they ride the trikes down the slope.

### Outcomes for children are good

Children of all ages and developmental stages are making good progress. Children are eager to try and test out the equipment. Babies attempt to manipulate tongs and build with blocks. Toddlers paint at the table and make 'dinner' in the mud kitchen. Pre-school children spend long periods of time drawing pictures and test their ideas as they construct obstacle courses with the tyres, planks and crates. All children handle books and enjoy joining in with songs and rhymes. Children willingly attend to their own needs, such as pouring their water or helping to tidy up. Children sit and concentrate well, they ask questions and share their ideas. These skills prepare them well for their next stages of learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY490124
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1056983
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Playdor Limited
<b>Registered person unique reference number</b>	RP534655
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07921 218647

Playdor Nursery School was registered in 2015. The setting employs 13 members of childcare staff. Of these, one holds early years teacher status and eight hold appropriate early years qualifications at level 2, 3, 5, or 6. The setting opens Monday to Friday, all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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