

Playdays (Wolverhampton) Ltd

9 Argyle Road, WOLVERHAMPTON, WV2 4NY



Inspection date

2 August 2016

Previous inspection date

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

- Parents rate the nursery highly. They say the staff help improve children's confidence, creativity and speech development.
- The provider and manager are committed to providing a high-quality learning environment. They invest well in resources and develop areas within the nursery, such as the garden, in order to achieve this.
- The manager checks precisely on the quality of teaching and children's level of achievement. She identifies areas of teaching that would benefit from improvement and puts a strong focus on making positive changes.
- Staff are very effective in helping children learn about the customs and beliefs of other children who attend the nursery. Children learn how to eat food using chapattis rather than cutlery and understand why some children cover their heads in line with their faith.
- The manager regularly checks what rates of progress children are making. She identifies those children who are not making the expected progress and works hard with other professionals to help children reach their full potential.

It is not yet outstanding because:

- The move on to school is not yet seamless for all children as links with local schools are still being developed.
- Staff in the baby room do not always involve parents fully in sharing information about what their children already know and can do in order to inform the assessments of children's starting points and swiftly establish what they need to learn next.

What the setting needs to do to improve further

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

- continue to develop partnership working with local schools in order to make children's experiences as smooth as possible when the time comes for them to move on
- involve parents of babies more fully in the assessments of the starting points for their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation, such as policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team robustly checks the suitability of staff before they start working at the nursery. Staff know how to identify and report possible abuse and neglect of children. Staff review the environment regularly to ensure it is safe for children. The management team helps staff to improve their qualifications, knowledge and skills as they meet with them regularly to discuss ways to improve their practice. Staff attend regular training, which is having a positive impact on children. For example, staff have attended training to help improve their teaching of mathematics. Parents, children and staff are all involved in the evaluation of the nursery. The management team has made changes as a result of parents sharing their views. For example, parents are now able to see their children's learning journal more regularly.

Quality of teaching, learning and assessment is good

Staff are knowledgeable about children's development. They regularly observe children, find out their interests and identify their next steps in learning. They use these observations to plan activities, matching them well to children's developmental stage. Staff are helping older children to be ready for school. Children learn about the sounds letters make. They can write their name and count in sequence. Staff help to develop children's communication skills and creativity. Toddlers sing with their key persons and follow the actions to the rhymes. They are excited when they sing their favourite songs, singing words loudly. Staff help babies to explore and play. Babies grasp blocks and bang them together. Babies try to put one block on top of another as staff role model how to build towers with them.

Personal development, behaviour and welfare are good

New children settle quickly. They go for visits before starting to enable children, parents and key persons to establish strong relationships. The move between rooms is a smooth one. This is enabled by the detailed handover between key persons. Displays of children's school uniform, equipment and pictures of the local schools are helping children to look forward to starting school. Staff manage children's behaviour well. Toddlers are learning how to play in large groups and older children know that some actions are not acceptable. Children play in the garden daily. They enjoy nutritious meals and follow good hygiene practices, such as handwashing. This promotes children's healthy lifestyles.

Outcomes for children are good

All children are making expected progress from their starting points. Children who have special educational needs receive good support to reach their personal targets. Older children have a strong sense of achievement. Staff tell them the learning objectives for activities. Children are eager to meet these targets as they are motivated to learn. Younger children's concentration is improving as their attention is growing during activities. Babies explore and play using their senses. The lights in the sensory room fascinate them as they focus on them and notice when lights change colour.

Setting details

Unique reference number	EY488567
Local authority	Wolverhampton
Inspection number	1007804
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	43
Number of children on roll	73
Name of registered person	Playdays (Wolverhampton) Ltd
Registered person unique reference number	RP910263
Date of previous inspection	Not applicable
Telephone number	01902 655082

Playdays (Wolverhampton) Ltd registered in 2015. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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