

Playpals Childcare Centre

Playpals Childcare Centre, 18 Hermitage Road, SOLIHULL, West Midlands, B91 2LJ



Inspection date

19 December 2016

Previous inspection date

27 August 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not effective in helping most able younger children to make good progress in their communication and language skills.
- Staff do not always identify clear starting points for children's learning. Ongoing assessments of children's progress are not always precise enough to help staff plan as effectively as possible for children's future learning.
- Staff do not maintain an accurate daily record of the children's hours of attendance.
- Leaders and managers do not monitor the quality of teaching effectively to consistently maintain good standards.
- Staff do not provide enough opportunities for toddlers to build on their independence skills.
- Systems for evaluation are not robust enough to raise the quality of the provision to a consistently good level.

It has the following strengths

- The nursery environment is bright, stimulating and rich in print. Children's work is prominently displayed, which helps children to develop a positive sense of belonging.
- Children form secure attachments with their key persons. They explore their environment freely and they are comfortable in their surroundings. Staff hold regular discussions with parents so they know how to meet each child's individual learning and care needs, contributing strongly to children's emotional well-being.
- Staff are kind and caring and act as appropriate role models to promote children's positive behaviour. Staff encourage children to share and take turns, and praise their efforts and achievements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the educational programme for younger children's communication and language development so that they make the best possible, consistent progress in this area 	31/03/2017
<ul style="list-style-type: none"> ■ use more accurate observations and assessments of children's starting points and ongoing achievements to shape learning experiences that are precisely tailored for each individual, in order to ensure they consistently make good progress 	31/03/2017
<ul style="list-style-type: none"> ■ ensure an accurate record of children's hours of attendance is consistently maintained. 	20/12/2016

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

- strengthen the monitoring of the quality of teaching to raise it to a higher level to improve outcomes for all children
- develop even more opportunities for toddlers to develop their independence skills
- improve the systems of evaluation to raise the quality of the provision to a good standard.

Inspection activities

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

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers do not monitor staff's practice or the overall quality of the provision sufficiently. They do not identify and address weaknesses robustly, to maintain good standards at all times. The quality of teaching is not yet consistently good. The arrangements for safeguarding are effective. There are effective procedures in place for the recruitment and vetting of staff. This helps to ensure that all staff are suitable to be in regular contact with children. Staff are aware of the nursery's procedures for reporting any concerns about children. Daily checks of the environment are completed to ensure all potential hazards to children are minimised. Parents are happy with the care that their children receive at the nursery. They say that staff provide a welcoming, flexible and homely environment and that their children are always keen to attend.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Staff working with younger children do not always encourage them to repeat, use or show they understand the words they hear. Not all staff are consistent in establishing children's precise starting points in order to accurately identify what they need to learn next. As a result, children are not supported to make the best possible progress in their learning. Staff successfully inspire older children to solve simple problems and extend their learning. Older children listen well and express their own thoughts confidently. They learn to use resources, such as paint and chalk, for different purposes. Staff share appropriate information with parents about the time that their child has spent at the nursery and encourage parents to extend their learning at home.

Personal development, behaviour and welfare require improvement

Children's well-being is not always promoted to the highest level. Records of attendance are not always completed rigorously. However, staff are aware of which children are present. Children are happy and settled in the nursery and some show growing confidence to talk to visitors. Staff do not motivate all children enough to make as much progress in their learning as they can. Staff have not considered how they can increase children's independence skills. Children enjoy a variety of nutritious meals and snacks. They play outdoors each day and use a range of equipment which helps them to develop their physical skills.

Outcomes for children require improvement

Younger children are not yet making good progress in their learning and development from their starting points. Although they are inquisitive and keen to learn, teaching is not focused enough on children's individual abilities or current learning needs to ensure that every child makes the best possible progress. That said, children are emotionally secure. They are making friendships with other children and adults. Toddlers are developing their physical skills well as they balance, run and negotiate space in the outdoor play area. They have some opportunities to develop their drawing skills and practise early writing skills.

Setting details

Unique reference number	EY384875
Local authority	Solihull
Inspection number	1065296
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	30
Number of children on roll	46
Name of registered person	Lynne Catherine Townend
Registered person unique reference number	RP906770
Date of previous inspection	27 August 2013
Telephone number	01217030618

Playpals Childcare Centre has been registered under the current ownership since 2008. The nursery opens Monday to Friday, all year round, except for bank holidays and one week between Christmas and the New Year. Sessions are from 8am to 6pm. There are 22 members of staff employed, all of whom hold appropriate early years qualifications at level 2 or 3. The provider is a qualified teacher and has achieved early years professional status. The nursery provides funded early education for three- and four-year-old children and receives support from the local authority.

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