

Inspection date	20 July 2017
Previous inspection date	26 February 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The inspirational management team leads the setting with an absolute conviction that all children will make outstanding progress and aspire to be the best they can be. The inclusion of everyone is central to the everyday work of the setting. Respect, empathy and equality are evident in this busy and vibrant setting.
- Children's laughter fills the air of this first-rate setting. Everywhere you look, children are absorbed in learning and the atmosphere buzzes with their excitement. They play exceptionally well together and regularly embrace one another with hugs and cuddles.
- Parents hold the setting in extremely high regard and give high written and verbal praise. Relationships between staff, parents and children are warm and mutually respectful. A strong sense of harmony pervades the setting. Children are unfailingly friendly, polite, courteous, and behave remarkably well.
- Highly inspirational teaching, innovative activities and exceptional first-hand experiences enable all children to make outstanding progress. Expert teaching in mathematics and writing equips children with an incomparable ability to complete challenging tasks, such as writing sentences, skilfully measuring objects and understanding capacity.
- High regard is given to children's personal, social and emotional development. Staff have expert knowledge and use this exceedingly well to support children's physical and emotional well-being. Children settle well and develop excellent levels of independence. They are very well prepared for their next steps in learning, including their eventual move on to school.

What the setting needs to do to improve further

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

- continue to enhance the highly effective programme of professional development in order to consistently drive and maintain the already outstanding quality of teaching.

Inspection activities

- The inspector had a tour of the setting and observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector carried out a joint observation with the early years lead of the setting.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including self-evaluation and policies and procedures.

Inspector

Luke Heaney

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of the possible signs, symptoms and indicators of abuse and neglect. They have a profound understanding of wider safeguarding characteristics and know how to keep children safe. Highly successful systems for self-evaluation, inspirational leadership and a strong staff team have resulted in excellent gains in quality and standards across the setting. Action plans are precise, challenging and reviewed with an extremely sharp focus of an uncompromising commitment to achieving the very best. The management team is relentless in its pursuit of excellence and the setting is a beacon of outstanding practice. It holds high regard in the community and with the local primary school. Staff receive perceptive support and coaching during appraisal meetings and supervision sessions. A bespoke training programme and close monitoring of staff practice enable the management team to continually raise standards and achieve higher outcomes for children. The management team fully understands the pivotal role continuous professional development has on improving and maintaining staff practice to the highest level.

Quality of teaching, learning and assessment is outstanding

Observation, assessment and planning are of the highest calibre. An extremely sharp focus on child-centred learning and personalised activities keep children highly motivated and enthused to learn. The support in place for children who have special educational needs and/or disabilities is phenomenal. Extremely detailed intervention plans, close monitoring and effective multi-agency working provide an exceptional platform to narrow gaps in learning and ensure all children achieve and excel. Children demonstrate a strong desire to learn and immerse themselves in creativity and imagination. Younger children giggle with fascination as they explore a 'hidden jungle'. Older children reel in opportunities to enact roles of characters from their favourite stories and become enthralled while skilfully following dance moves from a computer program.

Personal development, behaviour and welfare are outstanding

Care practices are exceptional. Staff are exemplary role models and provide children with the highest level of care, compassion and affection. They have instilled a can-do attitude in all children and support them in being highly confident and self-motivated individuals. Hygiene practices are excellent. Staff teach children remarkably well about healthy living and provide them with extraordinary opportunities to find out about healthy and unhealthy foods. For example, older children help to investigate how much sugar is in a carton of juice and a chocolate bar. High regard is given to children's physical development. Staff are expertly trained in promoting large-muscle development and have transformed the outdoor area into an oasis of physical challenge.

Outcomes for children are outstanding

All children are highly capable and inquisitive individuals who are not satisfied until a challenge is complete. Younger children develop exceptional reasoning skills. Older children show extraordinary perseverance and display excellent physical dexterity.

Setting details

Unique reference number	EY467347
Local authority	Trafford
Inspection number	1088197
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	91
Number of children on roll	23
Name of registered person	Play Works (M/cr) Limited
Registered person unique reference number	RP532940
Date of previous inspection	26 February 2014
Telephone number	01617489400

Play Works registered in 2013. The setting employs seven members of staff, six of whom hold a qualification at level 2 or above. The setting operates all year round, apart from two weeks at Christmas and on bank holidays. 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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