

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 9 August 2018  |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of 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

### The provision is good

- The driven and ambitious manager has high expectations of staff and children. She aims to provide high-quality care and education for children.
- The manager monitors the progress made by individual and groups of children well. Staff identify and address early gaps in learning quickly. They work closely with other professionals so that they can provide extra support where children need it. This includes for those children who have special educational needs (SEN) and/or disabilities. All children make good progress.
- Children who move on to school are supported very well. For example, older children dress up in school uniforms and visit their new school. Staff invite teachers to come and meet children in the nursery. The manager attends meetings with teachers to share information with them to help ensure continuity of children's care and learning.
- The manager and staff create a homely and welcoming environment. They are warm and caring, and help children to settle in quickly. Children form close bonds with staff and their peers. They show that they are happy and enjoy the time they spend in the nursery.
- Partnerships with parents are good. The manager and staff provide various opportunities for parents to be involved in children's care and learning. For example, they invite parents to attend children's progress meetings. Parents share 'wow moments' to inform staff of children's achievements at home.

### It is not yet outstanding because:

- The manager does not make the very best use of the systems in place for coaching staff to help to raise the good quality of teaching to the highest level.
- There are occasions when staff do not utilise opportunities to extend and challenge children's learning and development further.

## What the setting needs to do to improve further

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

- enhance the systems for the monitoring and coaching of staff and help to raise the good quality of teaching to the highest level
- enhance the already good teaching practice so that staff confidently challenge and extend children's learning and development further.

### Inspection activities

- The inspector took a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She discussed self-evaluation processes, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their roles and responsibilities to protect children. They know the procedures to follow should they have a concern about a child's welfare. This includes how to address instances of extreme views and beliefs. Nearly all staff complete paediatric first-aid training. This equips them with the skills required to treat any accidents. The manager considers the views of staff, parents and children in her self-evaluation process. For example, parents contribute their views regularly, such as through the 'question of the month'. The manager uses this information well to identify and address any emerging areas to support the future development of the nursery.

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

Well-qualified staff use effective teaching methods that help to engage children in learning overall. They complete regular observations and assessments, and accurately identify what children need to learn next. Staff focus closely on children's current interests. They follow children's lead skilfully and join in with their play. Staff working with babies support their sensory play well. For instance, older babies thoroughly enjoy sitting in large trays and explore textures, such as shaving foam. They explore the feel of the foam as it oozes between their fingers and toes. Staff model language well and introduce new words, such as 'squeeze'. Babies attempt to copy the words and demonstrate good early speaking skills.

### Personal development, behaviour and welfare are good

Staff support moves within the nursery very well. Children attend a number of settling-in visits to their new room and spend time with their new key person. This helps to promote children's self-esteem and develop a secure sense of belonging. Staff consistently encourage younger children to share toys and use 'kind hands'. Children behave well and are supported effectively. Children enjoy daily opportunities to be physically active outside. Staff weave mathematical learning skilfully into play. For example, older children pretend to drive toy vehicles with their peers. Staff help them to learn that they are moving 'forwards' and 'backwards'. Older children negotiate the space skilfully and weave in and around obstacles. Staff model counting for younger children to hear, such as when they climb up steps on the slide. Younger children use spades to dig in the soil. They state that they have made 'a hundred tunnels to find treasure'.

### Outcomes for children are good

All children, including funded children and those who have SEN, make good progress from when they first start. Older children are confident to express their thoughts and ideas. They are eager to join in and show good levels of interest in what is provided. Younger children learn to manage their self-care skills well. For instance, staff encourage them to use the toilet by themselves and to wash their hands afterwards. Babies are keen explorers who show a strong desire to find things out. They delight in seeing their reflection in mirrors. This helps them to develop an awareness of themselves. All children are motivated learners. They are prepared well for future learning and their eventual move to school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY537218  |
| <b>Local authority</b>                           | Liverpool   |
| <b>Inspection number</b>                         | 10059980  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 48  |
| <b>Name of registered person</b>                 | Playtots Limited  |
| <b>Registered person unique reference number</b> | RP537217  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01512229322   |

Playtots Ltd registered in 2016. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The manager holds early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

