

Inspection date	5 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Dedicated and enthusiastic managers consider the views of staff, parents and children when evaluating the quality of the provision they offer and planning future changes. Staff share the vision of leaders and managers. They are determined to provide children and their families with early years experiences that are of the highest quality.
- Staff support children's developing communication, social and physical skills well. They observe children and assess what they can do accurately. They use this information well to plan a wide range of exciting activities indoors and outside.
- The nursery's special educational needs coordinator is knowledgeable. This helps to ensure any children requiring additional help benefit from appropriate levels of support.
- The environment is welcoming, bright and well resourced. Staff are friendly and caring. They are sensitive to children's differing developmental needs.
- Staff have warm, positive relationships with children. They get to know them well and gather meaningful information about their preferences, needs and interests upon entry. This helps to ensure that children settle quickly and enjoy their time at nursery.

It is not yet outstanding because:

- Opportunities for staff to share their expertise, knowledge and skills have not been fully developed to help raise the quality of teaching to the highest level.
- Occasionally, some staff do not always give children enough time to think and share what they know when solving problems and answering questions that challenge them further in their learning.

What the setting needs to do to improve further

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

- provide more targeted opportunities for staff to learn from each other, share their expertise and help raise the quality of teaching to the highest level
- enhance teaching skills further that help staff provide children with enough time to think and share what they know and can do to challenge them further in their learning.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents and also considered their views in written form during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

Staff undertake regular training opportunities that help to keep their knowledge up to date. Overall, staff are well supported by the dedicated managers. Managers observe staff as they work with children. They meet with them to discuss aspects of their practice and make suggestions as to how they can develop their skills even further. The arrangements for safeguarding are effective. Staff can identify the signs that may cause concern about a child's welfare and know how to refer any concerns to the relevant authorities. This helps to ensure that children are protected. Staff undertake regular checks of the environment and encourage children to manage their own risks. For example, children are reminded to be mindful of others as they jump and play outside.

Quality of teaching, learning and assessment is good

Staff play alongside children and talk to them about what they see them doing. They skilfully introduce new words during conversations. This helps to extend children's growing vocabulary. For example, as babies excitedly explore the texture of jelly, staff introduce words, such as 'wobbly' to describe how the jelly moves. Younger children enjoy sharing stories. They eagerly turn the pages and talk about the pictures in their favourite books. Older children predict what will happen next as staff read stories. Children learn to count and measure. Younger children are encouraged to count the number of plates they need at lunchtime while older children delight in measuring the different quantities of ingredients they require for making their own 'flower perfumes'. Parents are updated regularly about their children's progress. Staff share suggestions about things that parents may like to do at home to further support their child's learning.

Personal development, behaviour and welfare are good

Staff are kind, considerate and effective role models. They consistently support children to manage their own behaviour. Staff explain why some behaviours are not appropriate and help children to resolve possible conflict effectively. All children behave well. Children are encouraged to be independent. For example, children as young as two years of age help to serve their own lunch and confidently pour their own drinks. Children enjoy daily opportunities to play together in the well-resourced garden. Staff understand the importance of a healthy lifestyle. Children are reminded of the importance of washing their hands and following robust hygiene procedures before they eat a range of healthy meals and snacks. Children sensitively learn to respect and celebrate the similarities and differences between themselves and others.

Outcomes for children are good

Children are confident and enthusiastic learners who play well together. They help and support each other, take turns and share toys and resources effectively. Babies confidently explore their surroundings and eagerly try new experiences. Older children are confident communicators who enjoy talking about what they are doing. All children learn a range of valuable and important skills that help to prepare them for their future learning and eventual move to school, when the time arises.

Setting details

Unique reference number	EY537220
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10059938
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	78
Number of children on roll	68
Name of registered person	Playtots Limited
Registered person unique reference number	RP537217
Date of previous inspection	Not applicable
Telephone number	01512902360

Playtots registered in 2016. The nursery employs 15 members of childcare staff. Of these eight hold an appropriate early years qualification at level 3 or above, including one at level 6. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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