

Playdor Nursery School

10 Cann Bridge Street, Preston PR5 4DJ



Inspection date	26 March 2019
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

This provision is good

- The leadership team are proactive and seek innovative ways to make beneficial changes that improve children's early start to learning. The leadership team have detailed targets to improve the setting with ongoing vigour and commitment.
- Staff are friendly, supportive and know children in their care well. Staff help children learn about the language of feelings and emotions and how to manage these relevant to their age and stage of development.
- Older children demonstrate wonderful dispositions to their own learning. They are curious, thoughtful and learn to work in collaboration. Staff help children to develop their problem-solving skills. For example, children impressively work as a team when building an obstacle course in the garden.
- There are effective relationships with parents in place from the time children start at the nursery. Staff use a variety of communication methods to exchange information with parents about their child's daily activities and progress. Staff consider children's experiences at home and nursery in the planning.
- Staff make regular observations and assessments of children's development. They include input from parents and children when planning the next steps for children's learning. The leadership team monitor children's progress closely to help them to identify and address any potential gaps in achievement. For example, this has led to a focus on supporting children's communication and language.
- Staff who work with babies do not provide as many opportunities for babies to develop and extend their early physical mobility.
- Occasionally, staff do not create enough opportunities to extend the level of challenge and enhance children's learning even further.
- Although staff receive training and support from the leadership team, some staff do not reflect on their practice and need more focused professional development to raise the quality of good teaching even further.

What the setting needs to do to improve further

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

- increase opportunities for babies to develop and extend their physical mobility
- provide more exciting opportunities to enhance the level of challenge in children's learning
- provide staff with more precise support to help them to reflect on their practice and raise the quality of teaching even further.

Inspection activities

- The inspector observed the quality of teaching and interactions indoors and outdoors and assessed the impact of this on children's learning.
- The inspector completed a tour of the premises and talked to staff and children during the inspection.
- The inspector completed joint observations with the manager and discussed these.
- The inspector held meetings with the manager and leadership team. She reviewed a range of documents, including children's information records and evidence of the suitability of staff working on the premises.
- The inspector took account of the views of some parents.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

The leadership team are highly qualified and experienced. They seek the views of parents, children and staff to continuously improve the quality of the nursery. For example, with parental input positive changes have been made to the menu. Furthermore, staff recently invited parents to 'stay and play'. They shared ideas with parents to continue supporting children's learning at home, such as reading stories at home. Staff implement and share what they learn from training. Safeguarding is effective. Staff know the correct procedures to follow if they have concerns that a child may be at risk of harm. Staff supervise children vigilantly. Furthermore, managers and staff carry out regular risk assessments to keep the environment safe.

Quality of teaching, learning and assessment is good

Staff place a strong focus on developing children's communication. They sensitively correct children's vocabulary and use effective questioning with older children to develop their thinking skills. Furthermore, staff encourage social conversations with children. All children enjoy listening to and joining in with familiar songs and their actions. They enjoy games such as 'farmyard bingo' which encourages their listening and attention. Staff encourage children's individual choices and teach them about democracy. Children learn to count and use basic mathematical concepts. For instance, they catch toy ducks in the water using their fishing nets while making links to a familiar and favourite song. Partnership working with other professionals helps to provide continuity in children's learning and their individual care routines. The environment is welcoming, inclusive and well-resourced to provide children with rich and fun learning experiences.

Personal development, behaviour and welfare are good

Staff are good role models, they are kind, respectful and sensitive in their interactions with children. For example, they gently remind children about table manners. Children understand behavioural expectations and demonstrate good behaviour. Staff praise and encourage children's efforts. For example, children excitedly explain how they all work together to fill a jar with objects and celebrate their achievements. Children are happy, settled and develop secure relationships with the staff. Some children develop good independence skills and a sense of responsibility for completing small manageable tasks. For instance, they use the tissue station well and talk about 'cleaning germs' to stay healthy. There are abundant opportunities for children to investigate the natural world. For example, children recently explored the sensory qualities of different herbs.

Outcomes for children are good

Children concentrate and show good engagement in their learning. Babies delight as they investigate and explore a variety of sensory textures and materials. Young children learn how to use tools carefully and with increasing skill. For example, they roll, cut and shape play dough to make pretend cupcakes. Older children increasingly gain social skills which helps them to build meaningful friendships. Children are gaining skills to help them prepare for their next stages in learning, including when they start school.

Setting details

Unique reference number	EY543260
Local authority	Lancashire
Inspection number	10089861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	88
Name of registered person	Playdor Limited
Registered person unique reference number	RP534655
Date of previous inspection	Not applicable
Telephone number	01772 338126

Playdor Nursery School registered in 2017. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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