

Playtime Nursery

131 Rectory Road, SUTTON COLDFIELD, West Midlands B75 7RT



Inspection date	12 July 2019
Previous inspection date	15 May 2015

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

- Children and their families are individually greeted as they arrive at nursery. Children comfortably move around the learning spaces and confidently interact with staff.
- Staff provide an engaging and stimulating learning environment. Children are supported to make independent choices about how to spend their time.
- Efficient systems for assessing learning are in place. Staff closely observe children's play and learning and identify appropriate next steps. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress.
- Children's self-help skills are supported well. For example, at mealtimes the children are taught how to feed themselves, first using spoons and then knives and forks are introduced. Older children learn to pour their own drinks and serve their own food.
- Individually planned settling-in procedures and flexible transitions between rooms ensure children's needs are well met and they are supported to feel safe and secure.
- Parents give extremely positive feedback about the nursery. They say that their children are very happy and safe, and staff are approachable and supportive.
- The manager is committed to the ongoing development of the provision. There are rigorous systems in place to monitor and improve the quality of teaching and learning.
- Effective procedures ensure children are kept safe. Staff complete daily risk assessments and closely monitor children at all times. Care is adapted on a daily basis, for example, to ensure that children do not spend long periods of time in the sun.
- Staff working with babies and young children do not consistently support them to develop their early language skills in order for them to begin using single words and join words together to form simple sentences.
- Staff do not make the most of opportunities for older children to be highly challenged in their play and learning in order to extend their ideas and build on their prior knowledge.

What the setting needs to do to improve further

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

- enhance practice further to consistently support the early speaking skills of babies and young children so that they begin to use single words and form simple sentences
- build on the already good teaching to make the most of opportunities for older children to be highly challenged in their play and learning.

Inspection activities

- The inspector observed the quality of teaching activities indoors and outdoors and assessed the impact of this on children's learning.
- The inspector completed a joint observation of staff practice and discussed this with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector met with the manager.
- The inspector looked at relevant documentation, including policies and procedures, staff recruitment and children's assessments.
- The inspector spoke to parents and took account of their views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are confident in their safeguarding knowledge. They know the potential signs and symptoms of abuse to look for, and the procedures to follow if they are concerned about a child. The manager regularly observes staff practice. She provides constructive feedback and strategies to support staff to improve. For example, she identifies training or research for staff to undertake. The manager monitors planning and assessment. She reviews the progress of different groups of children across all areas of learning. Staff are supported through meetings and supervisions to close any gaps identified. There are a range of methods used to ensure parents are well communicated with regarding their children's learning. Parents are encouraged to contribute to children's journals and attend nursery open events.

Quality of teaching, learning and assessment is good

Babies are sensitively supported to separate from their parents and engage in play. They develop their handling skills well as they build and knock down towers and investigate musical instruments. Staff know children very well. This enables them to plan appropriate activities that support children's interests and identified next steps in learning. For example, older babies' interest in a book is extended when they are provided with toy animals that match the story characters to use as they explore soil and water. Two-year-old children are supported to develop their observation and drawing skills as they look at photographs of their families while drawing pictures. Staff encourage them to think about the features they need to add to their drawings. Pre-school children use their imagination well. For example, they make cup cakes using a mixture of real and pretend ingredients. They notice and investigate the appearance and texture of the mixture changing as they add water to flour.

Personal development, behaviour and welfare are good

Children are familiar with the daily routines, such as lining up to go outside, and collecting their sun hats on the way to the garden. They are supported to learn about healthy practices. For example, they understand why they must wear sun cream and sun hats when they play outside and why it is important to eat healthy foods. Children's behaviour is good. Staff talk to children about how they are feeling and support them to notice the feelings of others. Pre-school children's understanding is developed further as they look at and talk about painted faces, depicting a range of emotions while they draw. Practitioners notice and sensitively respond to any changes in children's behaviour, providing specific support when needed to ensure children feel comfortable.

Outcomes for children are good

Children develop a good range of skills that support them as they move through the provision and on to school. They choose to look at books independently and enjoy being read to from an early age. They develop good social skills as they learn to negotiate and respond to one another positively. Pre-school children have opportunities to learn in small groups as well as making independent choices about their play and learning. They learn to recognise their names and begin to identify initial letter sounds.

Setting details

Unique reference number	EY379611
Local authority	Birmingham
Inspection number	10070017
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	47
Number of children on roll	65
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	15 May 2015
Telephone number	0121 311 1970

Playtime Nursery registered in 1990. The nursery employs 12 childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and two staff are working towards a level 3 qualification. The manager holds a level 5 qualification. The nursery opens from Monday to Friday all year round. 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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