

# Playmates Day Nursery

64 Wilmere Lane, Widnes, Cheshire WA8 5UR



<b>Inspection date</b>	16 July 2019
Previous inspection date	9 April 2015

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

## Summary of key findings for parents

### This provision is good

- Leaders and managers are dedicated and committed to continuous improvement. They have a clear understanding of the strengths and weaknesses of the setting. They reflect on their practice and successfully include the parents and the children in their self-evaluation.
- Staff are well qualified and passionate about their roles. They have a secure knowledge of how children learn and develop. Teaching is matched to children's individual needs. As a result, children make good progress towards the early learning goals.
- Staff are excellent role models. They set clear, consistent expectations of behaviour and are sensitive to children's individual needs. Consequently, children build close relationships with staff and settle quickly.
- Staff have close partnerships with schools and outside agencies to ensure that children receive consistent standards of care. They are welcoming to other professionals and work together to achieve positive outcomes for children.
- Staff provide an exciting and stimulating environment to enhance children's learning experiences, both indoors and outdoors. They provide interesting, first-hand experiences which feed children's natural curiosity.
- There are clear arrangements in place for staff supervision which help to promote good outcomes for children. However, there is scope to develop a stronger focus on the quality of teaching to aim for outstanding practice.
- Occasionally, some staff answer too readily for children. Staff do not make the most of opportunities to extend children's communication and thinking skills further.

## What the setting needs to do to improve further

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

- improve staff supervision arrangements to include a sharper focus on enhancing the quality of teaching across the whole staff team
- give children more time to reply to staff questions and build on their communication and thinking skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a tour of the setting.
- The inspector spoke with staff, children and parents at appropriate times and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with leaders and the manager. She looked at relevant documentation, including children's development records, safeguarding documentation and evidence of the suitability of staff working in the setting.

#### Inspector

Kerry Maddock

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The leadership team is highly qualified and very knowledgeable about early years education. All staff have a good understanding of possible concerns about children's welfare. They are confident in following their reporting procedures. Staff are enthusiastic and access a wide range of training to help build their knowledge and skills. They use these to enhance their practice, especially regarding child protection. Managers follow robust processes for risk assessment. They implement clear systems for recruitment, induction and supervision, which further help to keep children safe. Managers regularly track the progress of individual, and groups of, children. They use this information effectively to identify gaps in learning and take swift action to help children catch up.

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

The quality of teaching is good. Staff observe and assess children's learning regularly. They use this information to plan a wide range of interesting activities that develop children's imaginations. For example, children use different types of flowers, pine cones and leaves to create pictures. Children learn mathematical concepts through daily routines. For instance, during lunch they discuss whether the water jug is heavier or lighter when it has water in. Staff ensure that all children can participate in activities that offer appropriate levels of challenge and enjoyment. For example, young babies explore water play on the floor, while older children stand and use containers to empty and fill.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They set consistent boundaries and expectations of behaviour. Consequently, children are exceptionally well behaved and develop key social skills such as kindness, patience and respect. Children are provided with a wonderfully exciting and motivating environment. Their interests are consistently taken on board. For example, children and staff work together harmoniously to create an outdoor storage area for large construction resources, blueprints, rulers and tools. Children are developing a very good understanding of how to manage risks and challenges independently. For instance, they discuss how to carry scissors safely from one space to another. Children are empowered to be highly independent. Younger children feed themselves and initiate their own play. Older children follow excellent hygiene procedures, serve themselves at mealtimes and skilfully set up the outdoor eating area.

### Outcomes for children are good

Staff inform parents of their children's learning in a variety of ways and offer ideas of how to support their children's development at home. This helps parents to be fully involved in their children's learning and development. Children's literacy skills are promoted effectively. For example, staff provide regular opportunities for children to sing songs, participate in action rhymes and explore the use of rhyming words. All children make good progress from their starting points. They are very well prepared for their next stages in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	303450
<b>Local authority</b>	Halton
<b>Inspection number</b>	10106229
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	57
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Playmates Nurseries Ltd
<b>Registered person unique reference number</b>	RP527080
<b>Date of previous inspection</b>	9 April 2015
<b>Telephone number</b>	0151 495 2939

Playmates Day Nursery registered in 1996. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate qualification at level 2, 10 hold an appropriate early years qualification at level 3, two hold a qualification at level 6 and one QTS. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for children aged two, three and four years.

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