

# Play Station Nursery Ltd

5 Station Road, Patchway, BRISTOL BS34 6LP



<b>Inspection date</b>	19 August 2019
Previous inspection date	16 February 2016

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The enthusiastic manager fully understands her roles and responsibilities and has high aspirations for the setting. For example, she has plans for new projects such as forest school sessions to provide new learning experiences for children.
- The manager regularly reflects on practice and obtains the views of parents, staff and children. For example, she is currently consulting with staff and parents to improve the current online system for documenting children's learning.
- Staff work well with external professionals and offer a good level of support for children with special education needs and/or disabilities (SEND). As a result, outcomes for all children are good.
- Staff are good role models. They are calm and nurturing and they form positive relationships with all children. This helps to build children's self-esteem and confidence.
- Staff have access to professional development opportunities to strengthen their skills and knowledge.
- Resources and activities are organised well to support children's choice and exploration.
- Staff involve parents in their children's learning. For example, parents can view children's progress on the online system and parents speak positively of how this helps them to support children's learning at home.
- Staff do not always make the most of opportunities to further extend children's learning to higher levels, particularly in mathematics.
- There are occasions when staff do not fully maximise their interactions with children to support their language and communication development.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend children's learning as they play, particularly in mathematics
- build on staff's interactions with children to support children's speech and language even further.

### Inspection activities

- The inspector had discussions with the manager, which included how self-evaluation informs plans for improvement.
- The inspector completed a joint observation with the manager.
- The inspector spoke with parents during the inspection to take account of their views.
- The inspector observed the quality of teaching in all rooms and spoke with staff regarding the progress of children.
- The inspector sampled a range of documentation, including staff supervision records, policies and suitability checks.

#### Inspector

Michelle Grayling

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that all staff attend training and have a good understanding of safeguarding and child protection. Staff are fully aware of their responsibilities and the procedures to follow should concerns arise. The manager uses different methods to evaluate the provision. For example, questionnaires and a suggestion box are always available to gain parents' views. Feedback received is used well to help the manager to make informed decisions about what the setting needs to improve. For example, the reorganisation of the office facilities means they are now more accessible to parents and has enabled improved communication between parents and the manager. The manager has effective arrangements in place to support staff. She regularly monitors their teaching and provides staff with opportunities to attend regular training. For example, training in understanding autism has strengthened staff's knowledge and skills in this area, which enables them to provide better support to children.

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

The quality of teaching is good. Staff provide a friendly, welcoming and well-resourced environment where children explore, initiate ideas and follow their interests. For example, older children have opportunities to dress up and recreate familiar experiences and role play to help them understand the world. Babies' and toddlers' sensory and creative development is supported through a range of natural resources that encourage them to explore. The manager and staff carefully track children's progress. This highlights any gaps in children's learning so that staff can act in a timely way to support children to make good progress. Children with SEND are well supported. Appropriate and targeted interventions are put in place to help close any gaps in learning. For example, staff carry out structured activities with small groups of children to help develop children's listening and attention skills.

### Personal development, behaviour and welfare are good

Staff praise children for their efforts, which motivates them to learn. They encourage children to be independent in their learning and in their self-care. For example, babies are encouraged to spoon-feed themselves at lunchtime with staff supporting them only when they need it. Staff encourage healthy lifestyles. Children enjoy healthy cooked meals and children have daily fresh air and exercise. Staff consider and adhere carefully to children's special dietary needs. The manager ensures information received from parents about children's allergies is clearly communicated to all staff and clear procedures are in place.

### Outcomes for children are good

Children gain the necessary skills to prepare them for their future learning. Staff are responsive to the needs of specific groups of children and take steps to address any arising issues. For example, they recently added additional resources in the outdoor area to provide more challenge for boys. Staff support all children effectively and sensitively to become confident and motivated learners. As a result, children learn to play cooperatively, socialise, take turns with each other and are eager to learn.

## Setting details

<b>Unique reference number</b>	EY408596
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10074461
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Play Station Nursery Limited
<b>Registered person unique reference number</b>	RP903410
<b>Date of previous inspection</b>	16 February 2016
<b>Telephone number</b>	01454 610101

Play Station Nursery Ltd was registered in 2010. It is open each weekday from 7.45am to 6.15pm. The nursery employs 17 staff. Two hold a level 4 qualification, eight hold a level 3 qualification and two hold a level 2 qualification. The nursery is in receipt of funding for children aged two, three and four years.

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