

# Inspection of Play Pals Nursery

675 Atherton Road, Hindley Green, Wigan, Lancashire WN2 4SD

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Inspection date: 27 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff create a warm, welcoming and calm environment for children to play and learn in. The bright, spacious and well-resourced rooms provide children with plenty of space to explore and lead their own play and learning. Children's confidence is developed very well. Parents drop children at the door due to the Covid-19 (coronavirus) pandemic. Children have learnt to adapt to the new routine and separate with ease from their carer as they are greeted by familiar key staff. Children feel safe and secure because staff form warm and caring relationships with them. Pre-school children gain a good understanding of how to care for their environment. They know that they need to clear some of the toys away when it is tidy-up rainbow sticker time. They confidently do this and prepare themselves for the next part of their pre-school day.

Staff show high expectations of children's behaviour. Children learn how to listen and respond to the instructions given by staff. They share, take turns and play collaboratively with their friends. For example, children show kindness, concern and respect as they help each other to use tools to fix a wooden truck. Staff give all children opportunities to answer questions and they praise them as they reply. This helps children to develop their confidence to talk, and supports their growing vocabulary skills well.

### **What does the early years setting do well and what does it need to do better?**

- The passionate leaders and manager provide a well-designed curriculum based on children's individual needs and interests. Staff consistently model language and introduce new vocabulary for children to hear and repeat. Regular small-group communication and language sessions provide children with much needed opportunities to practise and refine their developing communication and language skills. For example, children listen well as they are asked to move in different ways, such as creeping and hiding. This helps to promote their listening, attention and social skills.
- The management team understands the importance of supporting staff well-being. They take active steps to ensure that staff feel supported, listened to and valued. Staff attend regular supervision meetings and access a wide range of training programmes to support their ongoing professional development. However, targets are not as strongly focused on supporting staff to improve the quality of teaching, particularly in mathematics. For example, when gaps in children's mathematical development arose, the manager arranged for staff to attend relevant mathematical training. Despite this, staff do not always identify when children can practise and refine their mathematical skills further.
- Staff working with babies are caring and attentive. They ensure routines from home are well known and followed. This helps babies to develop strong

attachments and feel safe and secure. They approach staff for comfort and confidently engage with visitors to the nursery. Younger babies show sheer determination as they begin to move themselves in new, exciting ways. They enjoy exploring textures, shuffling on their fronts and refusing to give up. This nourishes children's physical development and self-confidence. Staff help toddlers to develop good social skills and to become confident communicators. They make good use of songs, stories and rhymes to enhance children's vocabulary and speaking skills.

- Children, including those with special educational needs and/or disabilities, and those who learn English as an additional language, make good and sustained progress from their starting points. Key persons have high expectations for the children's learning, based on their knowledge of children's interests and learning styles. Indoors and outdoors, all children enjoy a range of activities, which help to develop the large and fine movements needed for writing. They brush water in circles on fencing and draw in the sand with sticks. Children manipulate dough and concentrate well as they press together nylon fastening fabric fruit with matching images.
- The manager and staff work well in partnerships with parents. They share information with parents in different ways, such as through daily discussions and an online communication system. Staff provide parents with many ideas and opportunities to enhance children's learning at home. Parents provide positive comments about the nursery. For example, they say, 'My child's speech is coming on in leaps and bounds'. There are successful relationships with local schools. Teachers work closely with staff in preparation for transitions to the pre-school site and meet the children and their key person. Staff share detailed information on where children are in their learning. This helps to provide continuity in children's care and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. They are aware of the steps to take and who to contact if they are concerned about a child. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Safeguarding records, including Disclosure and Barring Service checks for all staff, are well maintained and up to date. Recruitment procedures are rigorous and include detailed checks, which provide further assurance that staff working with children are suitable. Staff supervise children appropriately at all times and maintain ratios to minimise the risk of accidents.

## **What does the setting need to do to improve?**

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

- ensure staff receive precise and timely feedback, to develop the quality of their teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY563215
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10194340
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Play Pals Childcare Limited
<b>Registered person unique reference number</b>	RP541800
<b>Telephone number</b>	01942294350
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Play Pals Nursery registered in 2018. The nursery employs 11 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 3 and there is one apprentice working towards level 3. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the manager to observe the quality of children's experiences and staff's teaching practice and the impact this has on children's learning.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation of an activity with the manager.
- Parents' views were taken into consideration on the inspection day.
- The inspector spoke with staff and children at appropriate times during the inspection. Children shared their views about what they enjoy at the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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