

Inspection of Playmates Day Nursery

279 Hamil Road, Stoke-On-Trent, City Of Stoke-On-Trent ST6 1BD

Inspection date: 24 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and eager to learn. Parents and children are greeted warmly by the professional and friendly staff, who create an inviting and inclusive environment for all children. Children are making good progress from their starting points. They learn through an effective balance of adult-led and child-initiated activities. Children are extremely confident and their behaviour is exemplary. They play cooperatively and develop special friendships. They interact with their peers with tolerance and kindness. Children take turns and share the resources without being prompted by staff.

All children form strong bonds with the attentive and loving staff, who give them time to talk and value what they say. Children receive an abundance of encouragement and praise. This helps to promote their self-esteem and enhances their sense of belonging. Children have opportunities to develop their physical skills outside in the fresh air. They have fun throwing beanbags to see how far they go. Children take part in regular outings to the local park, where they can challenge themselves on larger climbing equipment.

Children develop an understanding of the world. For example, older children learn about life cycles. They observe how caterpillars grow, turn into cocoons and then transform into butterflies. Children have opportunities to learn about different cultures and beliefs, which helps to increase their awareness of inclusion and diversity.

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

- Staff support children's early literacy and language development well. Children are encouraged to develop a love of books. Babies and toddlers are introduced to books with flaps and buttons to attract their attention. All children love to snuggle up close to staff and listen to stories.
- Staff support older children to recognise their own names and they plan small-group activities based on letters and sounds. Children are challenged to develop their early writing skills as they practise writing the letters in their name.
- The manager has developed strong links with the local schools to support smooth transitions. Children are supported well to develop their independence in preparation for their next stage of learning.
- Babies and toddlers have lots of fun as they move their bodies to music. They babble and squeal and use their developing hand-to-eye coordination to try and catch the bubbles blown by the staff. Staff sensitively talk to babies and toddlers about what they are doing, so that they link words with actions. Older children excitedly join in with energetic singing activities. Staff use effective methods to channel children's energy into purposeful play.

- Children are curious and eager to learn. They have impressive concentration skills and become deeply engaged in their chosen activities for long periods. Staff understand how children learn and involve them in meaningful conversations that support their learning and development.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. The manager and staff work closely with parents and other professionals to ensure that they are well equipped to improve outcomes for children with SEND.
- All children have many opportunities to explore their senses. For example, older children learn about the smells and textures of different herbs. They have opportunities to take risks and develop their independence as they skilfully use scissors and knives to cut the herbs into small pieces. Staff take this opportunity to introduce mathematical language, such as 'bigger' and 'smaller'.
- The manager and staff share valuable information with parents and keep them informed about the progress their children are making. Parents say their children are always happy to go to the nursery and have made good progress since attending.
- The manager monitors staff practice to identify any specific training needs and ongoing support. However, strategies in place do not always identify areas of inconsistency in the quality of the already good standard of teaching.
- The manager is passionate, dedicated and strives for excellence. She cares about the happiness and well-being of her staff. As a result, staff enjoy working at the nursery and feel valued. The manager and staff have adapted well to the challenges faced due to the COVID-19 (coronavirus) pandemic to ensure that all children are supported and continue to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. The manager discusses safeguarding with staff regularly and takes effective steps to ensure that their safeguarding knowledge remains up to date. Staff have a clear understanding of the signs that may indicate a child is at risk of neglect or abuse. The manager has effective recruitment procedures in place to check the suitability of new staff and the ongoing suitability of existing staff. The nursery is safe and secure. Staff carry out daily risk assessments of all areas to always ensure children's safety. All staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff performance to further raise the consistency of the good teaching that already takes place.

Setting details

Unique reference number	EY556112
Local authority	Stoke-on-Trent
Inspection number	10174762
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	53
Name of registered person	Playmates Day Nursery Limited
Registered person unique reference number	RP556111
Telephone number	01782 839962
Date of previous inspection	Not applicable

Information about this early years setting

Playmates Day Nursery registered 2018. The nursery employs 11 members of childcare staff. Of these, one holds a recognised qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 2, and seven hold qualifications at level 3. There is one cook. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the nursery.
- The manager and the inspector had a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of the staff working in 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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