

Inspection of Play Safe At The Pavilion

Stocking Lane, Hillam, Leeds, North Yorkshire LS25 5HP

Inspection date:

23 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are happy, settled and comfortable in the nursery. They have good social skills and show that they feel safe with the staff team, including the leader and managers. Children have a good variety of resources, which are well kept and exciting. The outdoor area has recently been developed and children choose to use this area regularly. Staff have high expectations for children with special educational needs and/or disabilities (SEND). They make good progress and the majority of gaps in their learning have closed. However, staff's teaching practice is inconsistent and some children maintain gaps in areas of their learning instead of closing them, particularly in mathematics.

Staff recognised the impact of the COVID-19 (coronavirus) pandemic and effectively supported children in their personal, social and emotional development. Children show confidence and are happy to come into the nursery each day. Procedures for when children are dropped off and collected have been adjusted, which means parents and carers no longer come into the nursery. However, parents are very happy with the level of communication they receive through telephone calls, writing and the use of online journals if staff are unable to stay at the gate to talk at length. This means they can still contribute to children's learning and celebrate achievements at home.

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

- Staff do not recognise or use opportunities during children's play to help them close gaps in their learning, particularly outdoors. For example, as older children fill and empty buckets, staff do not add mathematical challenges or enhance resources. However, children with SEND are well supported and make good progress, particularly in their personal, social and emotional development.
- Staff have close relationships with children. Although they have a key-person system, every member of staff knows each child's care needs and meets them effectively. Babies enjoy cuddles with staff as they drink their bottles and young children show that they feel safe as they seek comfort from their key person. Older children are confident to tell staff about their likes and dislikes.
- Children develop good physical skills and have plenty of opportunities to enjoy fresh air in the countryside surroundings. They benefit from healthy meals that meet their individual dietary needs. Children follow good hygiene routines and safety measures, such as wearing sun hats and washing their hands. However, staff do not always give clear explanations about why this is important.
- Children's behaviour is very good. Staff use regular praise to help children recognise the things they have done well. Older children share without support and show pride when they are kind to each other. Young children learn how to take turns rolling balls down the tubes outdoors. Staff provide support when

they struggle with their emotions.

- Children show that they are happy consistently throughout the day. They enjoy using the resources and move freely between activities of their choosing. Overall, staff respond to children as they play and ensure the variety of resources is entertaining. Children are willing to try new activities and challenge themselves. For example, they rearrange balance beams outdoors and try to 'make it more tricky'.
- Leaders and managers do not ensure that staff plan a clear curriculum for children. For example, all pre-school children join a planned group activity to learn letter sounds. However, staff model some sounds incorrectly and the programme is too advanced and lengthy for some children. Some staff stay silent during activities and do not model new words to babies or help them to develop their language skills. In contrast, older children's language is clear and they communicate well.
- Leaders and managers have identified areas for development through their honest observations and self-evaluation. They are keen to make necessary improvements and promote better outcomes for all children who attend. Although the manager provides staff with regular training opportunities, she does not evaluate the impact of this on children's learning.
- Staff have worked hard to maintain good partnerships with parents, carers and other professionals. For example, they have used feedback from parents to develop their communication at collection times. In response to the impact of the COVID-19 pandemic on children's emotional development, they have reached out to local schools earlier in order to help them prepare children for moving on in September.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow robust recruitment procedures to help ensure that staff are suitable to work with children. For example, they obtain references and Disclosure and Barring Service checks. The manager holds regular team meetings to share effective safeguarding practice and develop staff's awareness of wider safeguarding issues. For example, staff are confident in identifying the potential signs of female genital mutilation and know how to respond. Staff follow highly detailed risk assessments and share these with parents to ensure children who are unwell do not attend. Staff help to keep the premises safe and secure through effective supervision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop staff's teaching practice so activities and experiences are consistent, meaningful and support children to build on their existing skills	22/10/2021
ensure that staff consistently use their assessments of children's progress effectively in order to promote challenge throughout children's play and close gaps in learning rapidly.	22/10/2021

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

- enhance children's understanding of sun safety and good hygiene
- monitor the impact of staff's training to ensure it is effective in developing teaching skills.

Setting details

Unique reference number	2518231
Local authority	North Yorkshire
Inspection number	10194559
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	33
Number of children on roll	33
Name of registered person	Peacock, Rachael Elizabeth
Registered person unique reference number	RP902961
Telephone number	07989321825
Date of previous inspection	Not applicable

Information about this early years setting

Play Safe At The Pavilion registered in 2019 and offers private daycare in the Hillam area of Leeds. The nursery operates Monday to Friday from 7.15am until 6pm. It opens for 50 weeks of the year, closing only for two weeks at Christmas. Six members of staff work in the nursery, including the owner who has a foundation degree in early years and the manager who has a relevant level 3 qualification in childcare. The nursery has links with the local primary schools and other childcare providers in the area. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting 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 their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector indoors and outdoors during planned and unplanned activities.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents in the outdoor area and over the telephone and obtained feedback in writing for the inspection.
- The inspector spoke to the staff and children throughout the inspection.

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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