

Inspection of Play and Learn Sutton Coldfield

66 Anchorage Road, SUTTON COLDFIELD, West Midlands B74 2PG

Inspection date: 19 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the setting by familiar staff. Once inside, they settle quickly as they seek out their friends and initiate games to play.

Children love exploring the outdoors. They practise gross motor skills, climbing up the play house and sliding down. Children enjoy using a wide range of bikes and tricycles. They pedal and manoeuvre around obstacles, and use their problem-solving skills when they 'crash' into each other to work out how to untangle their wheels. Children are developing a love of minibeasts and insects and have recently completed a project about them. They find a ladybird in the garden and discuss what the ladybird needs to eat and where they should put her, so she can be safe. Children recall information they have learned about insects, such as ants, and think these may be too big for the ladybird to eat.

Babies form strong relationships with their carers. They show that they feel safe and secure as they are happy and confident. Babies are learning about their bodies and enjoy washing their 'babies' in toy bath tubs. They find different parts of the body and then find where their own eyes and nose are. Staff encourage them to squeeze the sponges and watch the water drip from them. Babies laugh and giggle as they splash in the water.

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

- The COVID-19 (coronavirus) pandemic has had an impact on the setting. The provider, management, staff and some children have caught COVID at various intervals, impacting significantly on the setting's ability to remain open at times. However, staff recorded videos of themselves reading stories and shared activities online for parents to do with their children at home. New systems are in place for children settling in and for prospective parents who want to view the setting.
- Parents praise staff for the resilience they have shown and the care provided for their children. They report that staff take safety and well-being very seriously and they put the needs of children at the heart of everything they do.
- Children with special educational needs and/or disabilities are well supported. Managers and staff work alongside external agencies to quickly identify children who require additional support. A variety of different strategies, such as visual communication aids, are used to support children. Staff attend extra training to help them deal with the complexities which arise from some of the children's needs. This has helped children manage their feelings better and ensures they have access to the same opportunities and activities as their peers.
- Management and staff implement a well thought out curriculum. A strong emphasis is placed on literacy and early communication skills. Younger children

are consistently exposed to new language and are encouraged to say complex words, such as 'elephant'. They are taught the phonetic sound of letters that words begin with. Older children are taught phonics through discussions and activities. Simple mathematical concepts are introduced in play. For example, an 'ice-cream parlour' activity encourages children to choose different pretend ice-cream flavours. When ice creams are 'bought', children work out how many are left. However, on occasions, some planned activities do not provide enough challenge for those children who are most able.

- Staff regularly complete observations and assessments of children to monitor the progress they are making. This enables any gaps in learning to be swiftly identified and action taken to close those gaps. Children are making good progress and acquire skills for their next stage of learning and eventual move to school.
- Managers complete regular supervisions with staff and use observations to improve the quality of teaching. Staff report that they feel well supported with new mental health wellness checks and they have opportunities to attend training for their own professional development. It has been identified that the quality of teaching is variable in the older children's room. Staff changes have been implemented and support is being given. However, this is not yet fully embedded as staff are not always able to adapt their teaching style to support those children who are less confident. This leads to children who are confident overshadowing some group activities, leaving children with less confidence unable to voice their opinion.
- Children benefit from freshly prepared, healthy and nutritious meals and snacks. They learn about healthy lifestyles and choices they can make. Children are gaining independence and self-care skills. They wash their hands at regular intervals to stop the 'germs from spreading'. Children are taught to be kind and share with their friends. As a result, on the whole, children behave well.

Safeguarding

The arrangements for safeguarding are effective.

Staff recruitment is robust and staff are required to be registered with the Disclosure and Barring Service online update service. Regular checks are made to ensure their continued suitability. Management places safeguarding as one of their core values. All staff receive training and many have completed designated safeguarding lead training. They demonstrated a strong, robust understanding of procedures to follow if they have concerns about children in their care. Children are being taught to manage their own risks, such as playing safely on equipment outside. Risk assessments identify any risks and the action to be taken to reduce or minimise those risks.

What does the setting need to do to improve?

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

- plan more challenging experiences for those children who are most able to help them to make even greater progress
- support staff to help children who are less confident become more engaged in group activities to increase their learning and be able to voice their opinion.

Setting details

Unique reference number	EY454379
Local authority	Birmingham
Inspection number	10201638
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	1 to 4
Total number of places	62
Number of children on roll	44
Name of registered person	Play & Learn Limited
Registered person unique reference number	RP902432
Telephone number	0121 3553248
Date of previous inspection	31 October 2016

Information about this early years setting

Play and Learn Sutton Coldfield registered in 2013. The nursery employs 11 practitioners, seven of whom hold appropriate early years qualifications at levels 2 to 5. The nursery opens from 7am until 6.30pm, Monday to Friday, all year round. Funded nursery education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

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 the evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss the settings curriculum, how this is implemented and the impact.
- The inspector carried out two joint observations with the manager and evaluated the quality of teaching.
- The Inspector spoke with children, staff and parents at various times of the inspection. The inspector also received written feedback. All views given have been taken into account.
- A large number of documentation was reviewed by the inspector. This included, the safeguarding policy, risk assessments, staff supervisions and evidence to determine staff suitability, staff qualifications and evidence of paediatric first aid, registers, complaints log, accident and injury recording and evidence of behaviour incidents.

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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