

# Inspection of Playmates II

55-57 Murray Street, HARTLEPOOL, Cleveland TS26 8PQ

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Inspection date:

6 October 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

Children's safety is compromised because some staff have limited knowledge of safeguarding issues. For example, some staff are unable to identify signs of potential abuse, such as those of female genital mutilation and radicalisation. Despite this, children are very happy and settled in the entire nursery. Babies have close relationships with their key person and are keen to explore sensory activities. Young children who are new to the nursery show increasing levels of confidence as they swap their comfort items for other resources. Staff support children with special educational needs and/or disabilities (SEND) effectively and prepare the environment with resources which they find comforting and interesting. Staff have high expectations of all children who attend and encourage independence. They provide exciting activities and encourage children to make decisions about their learning.

Since the COVID-19 (coronavirus) pandemic, leaders and managers have worked hard to maintain effective partnership working with parents. Some children are dropped off at the door entrance and staff have thorough discussions with parents about their children's care needs to promote continuity. In addition, the provider has developed the use of online platforms and a website to help provide parents with as much information as possible. Parents left positive feedback for the inspection. They are happy with communication and the progress their children make, particularly in their speech development.

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

- The manager has identified that staff's safeguarding and child protection knowledge needs refreshing. However, during the COVID-19 pandemic, staff have not accessed other professional development opportunities, which has an impact on children's safety overall.
- The manager has used additional funding effectively to support staff in developing their skills in specific areas of their practice. For example, the special educational needs coordinator in the nursery has excellent knowledge of how to support the staff team to work in partnership with parents and other professionals involved with children. This helps children to close gaps in their learning and they make good progress.
- Children are keen to join in with activities and enjoy their learning. Young children explore mixing paint and develop good physical skills as they copy staff to draw large circles on paper. Staff encourage them to look at the different marks they make with the toy cars and their feet. Older children eagerly volunteer to help make dough and show good levels of concentration as they use creative materials to make a 'birthday cake'.
- Staff use information about children effectively. For instance, staff who work

with babies gather detailed information from parents about their individual routines and care needs. This helps them to promote continuity and keeps babies happy and settled. In addition, staff use their observations of children's interests to provide new activities. Young children show excitement when they see dinosaurs and favourite characters.

- The curriculum available outdoors is less varied than indoors. For example, children are encouraged to develop good physical skills and enjoy the fresh air. However, staff miss opportunities to teach them other skills outdoors, and children have less choice than when inside. This affects children's level of engagement. In addition, there are times when some staff do not recognise how to adjust their teaching to help children to make progress towards their individual learning goals.
- Children show awareness of good hygiene practices, such as handwashing thoroughly. Staff teach them about the importance of being healthy and provide activities which promote good oral hygiene. Children benefit from a healthy, balanced menu at nursery. They enjoy their lunch and have access to fresh drinking water. Staff are good role models and focus on supporting children to share and be kind to each other. All children begin to develop good social skills and their behaviour is very positive.
- Staff help children to build secure foundations for the future and prepare them for the next stage in their learning. Overall, they model clear language to children and encourage them to develop good communication skills. Children make particularly good progress in this area of their learning and enjoy a range of circle-time and singing activities.
- The manager provides staff with opportunities for one-to-one discussions and holds regular team meetings to discuss developments to the nursery. Staff say that they feel valued and receive good support from the provider and manager.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff have insufficient knowledge and understanding of child protection and safeguarding issues. Although the manager has prepared face-to-face training opportunities for staff to develop their skills, this has not been delivered. Staff have not maintained robust knowledge throughout the pandemic, for example through other professional development opportunities, and are unaware of issues such as county lines. However, the manager and provider follow thorough procedures to help them recruit new staff. They obtain Disclosure and Barring Service checks before offering employment to applicants. Staff use risk assessments effectively to keep areas safe for children. For example, they clearly display the assessment and close off areas that are temporarily not in use due to weather damage.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that staff have a thorough knowledge of safeguarding issues and types of abuse so they can identify and report concerns swiftly to keep children safe from harm.	08/11/2021

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

- help staff to reflect regularly on their current skills and knowledge so areas for professional development are quickly identified and accessed
- consider ways to enhance the curriculum further in the outdoor areas to provide broader and more varied experiences for children
- help staff to focus their teaching so it is consistently significant to children's individual areas of development and all experiences are high quality.

## Setting details

<b>Unique reference number</b>	EY280880
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10117624
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	218
<b>Name of registered person</b>	Playmates Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP521179
<b>Telephone number</b>	01429 272500
<b>Date of previous inspection</b>	27 April 2015

## Information about this early years setting

Playmates II registered in 2004. The nursery employs 26 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or above, including the manager. The nursery opens from Monday to Friday all year round, apart from bank holidays. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. Children with SEND attend.

## Information about this inspection

### Inspector

Michelle Lorains

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her 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 the inspector, indoors during experiences with children of different ages.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documents 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 the nursery manager.
- The inspector spoke to parents and obtained verbal feedback for 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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