

Inspection of Playtime Nursery - Shepperton

St Charles Ltd; Miles House, Govett Avenue, SHEPPERTON, Middlesex TW17 8AG

Inspection date:

7 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

GoodGood

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching children receive is variable, especially in the pre-school room. This has an impact on the consistency of education that children experience. For example, more confident children dominate the play. Staff, sometimes, overlook quieter children and do not always include them in activities. During 'ring games' children repeatedly ask to have a go, but are not chosen by other children. Staff supporting the activity do not have the skills to encourage the children to be inclusive.

In addition, the lack of a secure key-person system hinders children's progress and attainment. For example, some children do not receive learning targeted to meet their individual needs. Despite this, children are happy, secure and confident in their play. They have opportunities to develop their physical skills, as they can access a large outdoor space to explore, as well as the indoor soft play area.

Children access a variety of materials and equipment from the recently improved learning environment. However, some of the resources, such as the jigsaws, are incomplete or broken. Children become frustrated and throw pieces on the floor as they cannot complete their puzzles. This has an impact on their behaviour and sense of achievement.

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

- There are weaknesses in the quality of education provided. Although staff interact and join in with children's play, some staff do not provide interactions that engage children well. For instance, when reading a story staff do not wait for children to respond to their questions and provide the answers for them. In addition, staff do not correct children's language. For example, when children say, 'there's a nana', staff do not repeat the word 'banana'. This does not give children the opportunity to hear the correct pronunciation.
- There is a key-person system in place. However, when a child's key person changes, staff do not provide an effective handover to each other. This means that, sometimes, staff do not have enough information to plan effectively for children's needs, to support their learning.
- Recruitment is an issue at the nursery currently and the management team are working to improve this. The newly appointed manager spends time in the rooms observing how staff interact with the children and gives verbal feedback. She does not always identify and address weaknesses in practice. This affects the nursery's ability to reach a good standard of quality overall. Some staff do not successfully implement routines to support children's learning or encourage children's independence. For example, children are not given sufficient cutlery, so that they can feed themselves. Some staff have good interactions with the

children, for example encouraging them to recognise letters on building blocks.

- Staff sit with children at lunchtime as they enjoy their healthy meals. They are familiar with children's individual dietary requirements and cater to these well. However, at times staff use limited language to talk to children about their food. For example, they use comments like, 'is it yummy?' This does not extend children's learning or vocabulary.
- At times, staff do not implement good hygiene routines to minimise the spread of infection. Children have frequent runny noses that are not always cleaned promptly. Children are not consistently supported to learn about hygiene practices, such as covering their mouths with their hands when coughing. However, children do wash their hands regularly before eating, and after going to the bathroom.
- The manager works in partnership with other agencies, such as speech and language therapists and local safeguarding partners. This helps to support children's ongoing progress and protect them from harm. Parents report that they are happy with the communication they receive from the new manager. This keeps them informed about changes in the setting and provides sufficient information about their children's progress.
- Staff do not always use their teaching skills well to engage all children in play. Therefore, children are often seen to wander and not sustain concentration during activities. For example, children carry dinosaurs around the room with no sense of purpose.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand how to recognise signs of abuse and neglect. They are aware of who they must inform if they have concerns about a child's welfare. They know the steps to follow if they are worried about the behaviour of colleagues. Staff develop their understanding of safeguarding well. For instance, they complete in-house training and take part in discussions and activities during team meetings. This helps to keep their knowledge about safeguarding matters updated. There are effective procedures in place for recruiting staff to ensure that they are suitable. Staff also provide parents with information about how to keep their children safe online.

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 skills and practice to enable them to provide consistently good teaching, so that children have meaningful and challenging learning experiences which support them to gain skills for the future	08/03/2022
ensure that information about children's needs, interests and abilities is shared effectively when there are changes of key persons to consistently offer a tailored approach to supporting each child's learning and care requirements.	28/12/2021

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

- develop monitoring systems to swiftly recognise weaknesses in staff practice and take action to improve their performance and practice.

Setting details

Unique reference number	EY381699
Local authority	Surrey
Inspection number	10214739
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	92
Name of registered person	St Charles Limited
Registered person unique reference number	RP901351
Telephone number	01932 246747
Date of previous inspection	10 April 201910 April 2019

Information about this early years setting

Playtime Nursery - Shepperton registered in 2008 and is located in Shepperton, Surrey. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are 16 staff who work directly with the children. Of these, 10 staff hold relevant early years qualifications at level 3 or above, and one staff member holds a qualification at level 2.

Information about this inspection

Inspector

Lindsay Osman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out joint observations and discussed the quality of teaching and learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager explained how the provision is organised during the learning walk.
- Relevant documentation, including staff records and evidence of paediatric first-aid training was reviewed.
- The inspector observed practice in the rooms and spoke to staff at convenient times during the day.

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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