

Inspection of Playtime Nursery - Staines

The Thames Club, Wheatsheaf Lane, Staines-Upon-Thames, Surrey TW18 2PD

Inspection date: 11 April 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children form positive relationships with staff and demonstrate that they feel happy and safe. They benefit from an interesting environment and develop good attitudes to learning. Children's interests are incorporated into their learning by staff, who know them well. Children make choices about their play and enjoy exploring a range of interesting experiences, both inside and out in the garden. They love being out in the fresh air and the garden environment encourages their inquisitiveness. Children build on their love of nature as they seek out minibests and talk about the birds they see. They build on their physical skills as they climb up on the wooden climbing frame and share their skills at balancing on blocks.

Older children develop good listening and concentration skills in preparation for school. They listen attentively to stories and are confident in getting themselves ready for going out in the garden. They show their pleasure as they succeed in doing their own zips up and pulling their boots onto the right feet. Staff's praise boosts their self-esteem and confidence. Children understand the expectations for behaviour. They listen and respond to staff and willingly help with tasks, such as tidying resources and getting themselves ready for the garden. Children show respect for one another and share and take turns well. They receive meaningful praise from staff, and this helps them to feel included and valued.

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

- Since the last inspection, the management team have seriously reflected on how they can support staff practice and provide more continual professional development. They committed to closing the nursery for a week to enable staff to fully engage in targeted training to address the actions raised. All staff share how beneficial this was and how it has really enhanced how they support children to make meaningful progress.
- Management undertake regular monitoring to assess how well staff implement the curriculum. Staff demonstrate that they now use effective measures to identify children's next steps. They note down what they want children to achieve on a whiteboard, so this detail is accessible for all staff to see. Staff interact with children well and have a good understanding of how to meet their learning intents.
- Parents share they have a good partnership with parents and appreciate the links they have with key staff. Parents spoken to were happy with the information staff share with them and the details on how they can support their children's learning at home.
- Management share how they have put measures in place to improve how they give information to parents. They have done an audit of their recording systems, revised their initial information gathering records and updated the information

they keep on dietary preferences and allergies. Management and staff now talk through the initial record forms parents complete with them, and share why these details are important. They address concerns in a timely manner and reflect on any learning points as a company.

- Staff have undertaken food hygiene training. Mealtime routines now ensure that staff are always sitting with children while they eat and there is another staff available to do any other tasks. Staff are now more aware of the hazards of choking and ensure that food is appropriately cut for the age and ability of each child.
- Children with emerging or identified special educational needs and/or disabilities are well supported. Staff work with parents and other professionals to implement their individual plans.
- Management and staff work closely with apprentice staff and their assessors to support them in developing a good knowledge and practice in childcare. Management share how they value working closely with training companies to support new staff to become qualified and good practitioners.
- Staff ask questions and develop children's thinking skills. For example, children hear and use mathematical language, such as 'big, huge, more than' and 'less than'. However, at times, staff are not consistently encouraging children to build on their problem-solving skills. For example, during sand play some staff are more skilled at encouraging children to consider how much sand they need to fill their pot and how they can do it.
- Staff encourage children to build on their independence skills. However, at times, staff are not consistent in reinforcing this. Some staff encourage children to try for themselves and at the same activity other staff complete the task for the children.

Safeguarding

The arrangements for safeguarding are effective.

Management understand their roles as designated safeguarding leads. They keep their knowledge up to date, such as through training, and regularly review staff's knowledge to ensure they are confident too. Management complete robust recruitment, induction and ongoing supervision procedures to ensure that all staff are suitable to work with children. Staff demonstrate their good understanding of child protection issues. They are vigilant to the possible indicators that a child may be at risk of harm, including from extremist views. Staff are aware of how to report any concerns for a child's welfare or the procedures to follow regarding allegations made against staff.

What does the setting need to do to improve?

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

- support staff to consistently develop children's independence skills throughout the session
- make greater use of opportunities to build on children's problem-solving skills.

Setting details

Unique reference number	EY470941
Local authority	Surrey
Inspection number	10212658
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	44
Number of children on roll	33
Name of registered person	St Charles Limited
Registered person unique reference number	RP901351
Telephone number	01784457514
Date of previous inspection	4 October 2021

Information about this early years setting

Playtime Nursery - Staines registered in 2013 and is based in Staines, Middlesex. 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. The nursery employs 12 staff who work directly with the children. Of these, eight hold appropriate early years qualifications.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector sought the views of parents using the nursery.
- The inspector discussed with management and staff how the curriculum had been implemented and the impact that this had on children's learning.

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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