

# Inspection of Playtots

St Margaret Marys Infant School, Pilch Lane, Liverpool L14 0JG

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Inspection date: 29 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 happy, settled and enthusiastic about their learning. They immerse themselves in the well-planned opportunities that staff provide. Children choose what to play with from a wide selection of quality resources. They eagerly welcome adults into their play and confidently demonstrate what they know and can do. For example, staff and the inspector sit in the role-play hairdresser's salon as children brush their hair and talk about the importance of washing it to keep it clean.

Babies develop close, positive relationships with the staff who support them. They seek reassurance and cuddles when needed and enjoy exploring a wide range of sensory activities available. All children are incredibly independent. For example, children as young as two years of age skilfully pour their own drinks from the water dispenser when thirsty. Children play harmoniously together, sharing, taking turns and solving problems together. They understand the high expectations that staff have of them and behave very well.

Staff recognise that some children have needed more support with their emotional well-being, social and communication skills as a result of the COVID-19 pandemic. As a result, the curriculum has been adapted to ensure that children have ample opportunities to develop these important skills.

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

- Despite changes in the staff team, overall, all staff know children well. They understand how children prefer to learn. Staff plan a broad curriculum, which builds on children's individual interests. They encourage children to solve their own simple problems and ask thought-provoking questions as children play. However, some staff do not always give children enough time to think and respond before they ask another question of them. This means that, on occasions, children's learning is not extended as precisely.
- Leaders and managers share their vision for the setting with staff and parents. Staff are offered a range of supervision and coaching opportunities to help to extend their practice further. Staff feel that managers support them both professionally and personally. Staff undertake regular training to help to improve their practice further. For example, as a result of training staff have developed quiet sensory spaces that children enjoy.
- Older children engage in a variety of group activities, indoors and outside. However, sometimes, groups can be too large and some children find it difficult to maintain their attention and focus on the learning opportunity. That said, staff support children in their self-chosen play well. They gently introduce new ideas and concepts. For example, older children enthusiastically practise holding a range of equipment, such as brushes and cotton brushes when making marks in

paint. This effectively helps children to develop their early writing skills.

- All staff talk to children using clear language. They model the pronunciation of words carefully and encourage children to repeat and use words in their play. Children regularly enjoy sitting with a member of staff and sharing a favourite book. They learn to anticipate what will happen next and repeat phrases from familiar books.
- Children are taught the benefits of a healthy lifestyle. Staff provide a healthy range of meals and snacks. Staff promote children's independence well. During meal and snack times, staff support children to learn how to complete tasks on their own. Children pour their own drinks, younger children serve their own food, while older children practise walking from the food trolley, holding their own plate in preparation for school.
- Parents speak highly of the care and support their child receives. Staff provide a range of information that helps parents to contribute to their child's learning at home. They conducted parents' evening meetings by telephone during the COVID-19 pandemic in order to provide support to families. Staff provide a wide range of information on child development issues, such as toilet training, the use of dummies and sleep routines.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibilities to report child protection concerns. They receive regular training to ensure that they have up-to-date knowledge of safeguarding matters. Staff have a good awareness of the indicators of abuse. This includes protecting children from extremist views. The manager ensures that staff are aware of the procedure for referring any concerns about children's welfare or about the behaviour of colleagues. The arrangements to recruit staff, including suitability checks, are robust.

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

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

- review the organisation of some larger group times to ensure that all children are able to gain the most from the learning experience
- support staff to consistently give children time to think and respond when asking questions so that they may fully assess what children know and can already do in order to precisely extend their learning further.

## Setting details

<b>Unique reference number</b>	EY537220
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10217903
<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>	53
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Playtots Limited
<b>Registered person unique reference number</b>	RP537217
<b>Telephone number</b>	01512902360
<b>Date of previous inspection</b>	5 October 2018

## Information about this early years setting

Playtots registered in 2016. The nursery employs 15 members of childcare staff. Of these 12 hold an appropriate early years qualification at level 2 or above, including one at level 6 and one who holds early years professional status. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## 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 nursery manager and has taken that into account in their evaluation of the setting.
- An activity was observed and evaluated by the inspector and the manager.
- The manager and the inspector had a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector spoke with a number of parents to gather their views.
- The inspector viewed a range of documentation, including training certificates and Disclosure and Barring Service check records.

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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