

Inspection of The Playroom

70 Musters Road, West Bridgford, Nottingham, Nottinghamshire NG2 7PR

Inspection date: 4 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

When staff open the door to this friendly, family run nursery, the children greet them with huge smiles and high fives. Children show that they have a sense of belonging as they go to their peg to hang up their coats and bags. They take off their shoes and add them to the shoe box, showing great independence. Babies confidently seek reassurance from familiar staff and demonstrate close relationships with them. This has a positive impact on children's emotional development and helps to ensure that they feel safe and secure. Children are polite as they ask their friends 'excuse me, please may I have some pine cones?'. They are kind to each other and share and take turns well.

Older children check the lunch menu in the hallway and think about what fruit might be in the crumble today. They comment that they hope it is not 'Gruffalo crumble' from a story they have read recently. With the help of staff, children are developing a good understanding of number, for example, as they count the number of stairs and recognise numbers during a game of bingo. Outside, children learn new words that are introduced by staff, such as 'full', 'empty' and 'decant' as they fill cups, buckets and watering cans, saying 'stop' when full to the top. They carefully negotiate the steps down to the mud kitchen and show pride in their achievement as they exclaim 'I didn't spill a drop!'.

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

- Staff have clear rules and boundaries in place and give children gentle reminders about these. For example, when children run indoors, staff ask them what they should do. Children reply and say that they 'need walking feet inside'. When staff engage children in planned activities, they talk to them about the rules at the start of the activity. For example, staff remind children to listen and take turns with their friends.
- Staff help children to learn new words. For instance, toddlers learn words such as 'herbivore', 'carnivore' and 'omnivore' when they play with dinosaurs. Staff create a 'question of the day' and research using books and the internet to find the answer. However, sometimes, staff do not correct misconceptions. For example, when children jokingly say they are eating 'red pears' and 'blue nanas', staff do not respond to ensure that younger children hear the correct vocabulary.
- Children learn about diversity and the wider world through discussions and activities that build their awareness of cultural events and celebrations during the year, including organised visits linking the nursery with the local community. For example, they have visits from the fire service and dentists. Staff gather key words and phrases from families who speak English as an additional language to aid communication. Parents are involved in all aspects of nursery life and

comment that 'the nursery feels like an extended family'. Parents who are scientists have led sessions to inspire scientific thinking, and others to support cultural diversity and celebrate family. This develops the children's understanding of people and the place where they live.

- Children enjoy a well-thought-out curriculum. However, during transition times, such as mealtimes and coming inside from outdoor play, staff deployment is not organised consistently well. This means that there are a few occasions when children are not involved in purposeful play as they are spending some time waiting for others to finish.
- The owner and manager, who are mother and daughter, are passionate to lead the family run nursery. Many staff have been employed for a number of years and they report that morale is high and they feel very well supported. The unique key-person system in place allows staff to support children throughout their whole nursery journey, from being a baby through to their eventual move to school. All staff have opportunities for continual professional development to build on their current teaching skills and to support individual children, including through training.
- Staff provide opportunities and experiences that give children an understanding of how to lead a healthy lifestyle. They ensure that children wash their hands regularly, have daily physical exercise, and eat nutritious meals. In addition, children have regular opportunities to visit parks and woodland with the use of the nursery minibus. Children climb trees, balance on logs, build bridges, jump in puddles and roll down hills. This helps to enhance their physical skills and allows them to manage risk and solve problems.
- Staff recognise that some children have needed more support with their emotional well-being during the COVID-19 pandemic. They teach children to express and manage their feelings. For example, during the morning 'welcome' session, staff hold conversations with children to help them understand how they are feeling and how their behaviour may impact on others.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of their safeguarding roles and responsibilities. They know the signs and symptoms that might indicate a child is at risk of abuse or neglect. The leadership team has set clear procedures to report child protection concerns, which are in line with the local authority procedures. All staff's ongoing suitability to work with children is regularly reviewed and checked. Staff are regularly trained to ensure that their skills and knowledge are kept up to date. All staff hold first-aid qualifications and this means they are deployed effectively to meet the needs of children and ensure their safety.

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 recognise the importance of correcting any misconceptions to further develop children's language and understanding
- help staff to organise some parts of the daily routine to ensure that children are engaged in purposeful play at all times.

Setting details

Unique reference number	EY266430
Local authority	Nottinghamshire County Council
Inspection number	10138658
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	60
Number of children on roll	44
Name of registered person	The Playroom Nursery Ltd
Registered person unique reference number	RP521553
Telephone number	0115 9811168
Date of previous inspection	4 November 2015

Information about this early years setting

The Playroom registered in 1997 and is located in West Bridgford, Nottingham. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including four at level 6 and two with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

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 leadership team and has taken that into account in their evaluation of the setting.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A joint observation was completed by the team manager and the inspector. This was discussed with the leadership team.
- The inspector held a meeting with the leadership team. She reviewed a variety of documents, including the safeguarding policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke to parents and took their views into account.

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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