

# Report for childcare on domestic premises

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Inspection date: 29 June 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 motivated learners, who make good gains in their learning in this inclusive and nurturing family-run provision. Staff offer a wonderfully imaginative and vibrant play environment that meets children's individual needs well. Children show a keenness to take part in the wide range of exciting learning experiences on offer.

Staff plan a range of motivating activities to promote children's curiosity and love for stories. Children follow the adventures of a fictional character as he 'escapes' from his storybook and leaves clues to his whereabouts in the provision. Children show great imagination as they speculate what the footprints mean. They show creative problem-solving skills as they collaborate and test their ideas, designing a home for the character to live in made from bricks.

Children develop high levels of confidence and independence. They enjoy the company of their friends and develop strong friendships. Children play well together, learning to take turns and to share toys. Staff offer children effective support to talk through their feelings and manage their emotions. Children have a good regard to the group rules and behave very well. They develop a strong belief in their own abilities and show willingness to give new things a go.

Staff promote a language rich environment, where children quickly gain confidence in their communication. Children attentively listen and correctly make guesses about the musical instruments they identify in a listening game. They confidently answer questions and respectfully take turns in the conversation, waiting for their turn.

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

- The owner, who is also the manager, provides strong leadership to a team of well-qualified and experienced staff. The team implement a curriculum that is child focused and effectively sequenced to help children build on what they already know and can do. Staff accurately assess children's learning. They prioritise support for children's social skills and offer effective opportunities for them to develop confidence in speaking. Children make good progress and gain a wide range of skills in readiness for their move to the next stage of education. However, some activities do not always provide enough problem-solving or critical thinking opportunities for the most-able children to extend and challenge their learning.
- Children successfully learn about staying safe and keeping healthy. They sample a range of exotic fruits as part of their topic work on health eating. Children display competency in their physical skills as they cut up fruits, such as

pineapple, at snack time. They expertly negotiate the climbing wall with skill and agility, demonstrating a good regard to managing risks safely. Staff support children to develop a wide and varied awareness of cultures and traditions outside their own community. For example, they learn about the diverse lives of other children through the stories they read and the rich range of resources they play with.

- Respectful staff highly value children's individuality and foster children's self-esteem well. Children benefit from high levels of staff attention. Young children explore the safe environment, unrushed and unhurried by staff, who actively encourage their curiosity to explore. For example, a young child becomes fascinated by the spinning wheels on a toy car. When they notice the wheels on the trike do the same, staff patiently wheel them in circles around the garden, so they can make first-hand connections with their own observations.
- The team has a strong and progressive vision for the future of the provision. They adapt their learning environments and curriculum well to the developing needs of the children. For example, after reflecting on children's love for expressing themselves through media, they have established a well-resourced art room for children to foster their creativity. The staff team benefit from supervisions and regularly undertake training, which they use to good effect. For example, they have embedded effective strategies for supporting children's emotional well-being, recognising the impact that the COVID-19 pandemic has had on children's mental health.
- Partnership with parents is a key strength of the provision. Strong, trusting and informative relationships are built with parents, who report positively about the care their child receives. Staff include parents as partners in children's learning well. They offer guidance and ideas on how to support children learning at home through practical activities. Most notably, parents comment on the excellent support for children's communication, with them noting an 'explosion of language' since their child has started at the provision.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the safeguarding policy and procedure, including routes for referral if they have a concern. In particular, staff show vigilance in recognising and acting on early signs that may indicate families could benefit from support. They very successfully seek the guidance of other professionals and act on their advice to assure the safety and well-being of children as a priority. The manager ensures the initial and ongoing suitability of all staff through robust recruitment procedures. Staff have a good regard to promoting children's safety. They effectively identify and minimise potential hazards to ensure a safe play environment.

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

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

- place a stronger focus on staff's knowledge of the intended outcome of an activity, so that children are provided with activities that challenge their critical thinking skills in order that they develop high levels of perseverance when faced with tasks they find difficult.

## Setting details

<b>Unique reference number</b>	EY427018
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10071628
<b>Type of provision</b>	Childcare on 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>	1 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	18
<b>Registered person unique reference number</b>	RP510838
<b>Date of previous inspection</b>	30 July 2015

## Information about this early years setting

The Playroom registered in 2011. It operates from the ground floor of domestic premises in a residential area of Ventnor on the Isle of Wight. The Playroom operates Monday to Friday 8am to 6pm, term time only. It provides funded early education for two-, three- and four-year-olds. All staff hold relevant early years qualifications, including staff who have qualified teacher status. The Playroom also provides care for children between the ages of five and ten years who are home schooled. This provision operates on a Monday, Wednesday and Friday, from 9am to 2pm, term time only.

## Information about this inspection

**Inspector**  
Melissa Cox

## 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 owner/manager and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk together of the provision and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager to assess the quality of education.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the provision.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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