

Inspection of Playfit St Marys

Manor House Centre, Haddenham Road, Leicester LE3 2BG

Inspection date: 11 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff greet parents, carers and children warmly at the door as they arrive. They take the time to chat to parents and welcome children. Children carefully place their bags and coats away before eagerly joining in with the activities set out to engage them in learning. Children are supported by staff as they play. Staff sit with them and talk to them about what they are doing. Children develop their language skills, as staff introduce new vocabulary. They behave well. Staff are positive role models and have high expectations of children. Children receive lots of encouragement and often beam with pride as staff praise their achievements.

Children learn to take turns and share toys. Their views are valued as they are encouraged to vote for their favourite story. Children come together at story time and select a token that they place next to their book of choice. They are excited to find out which story has the most votes and graciously accept the outcome. Children become highly engaged as they listen to staff read in an animated voice. They confidently ask questions and listen carefully to staff's thoughtful answers. Children's differences are valued. They enjoy food-tasting activities to experience what other children might eat at home. Staff teach children about a variety of religious festivals, particularly those celebrated by children who attend the setting.

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

- New children are supported to settle quickly when they first start at the setting. Each child has their own key person, who they build a close relationship with. Staff get to know children's individual needs before they complete their initial assessment of children's learning. This helps them to plan activities that accurately support children's next steps in learning.
- Overall, staff plan a wide range of activities to support children's learning and development. However, staff are not always clear about what they want individual children to learn from activities they plan. Consequently, children do not consistently benefit from teaching that focuses on their specific learning needs.
- The manager provides targeted training to help staff further support gaps in children's learning. Staff have recently taken part in a workshop with a speech and language therapist. This session helped them to identify new ways to support children's early communication and language. Staff say this has had a positive impact on the support they offer to children, especially children who speak English as an additional language and those with special educational needs and/or disabilities (SEND).
- Children with SEND are supported very well. Staff work closely with a range of different agencies to promote continuity of care and children's ongoing progress. They use additional funding to purchase resources specific to their needs, which

are shared with home. This enhances children's experiences and promotes their well-being.

- Children demonstrate increasing independence and awareness. They show staff their messy hands and say, 'I need to wash my hands.' Children use low-level sinks independently, turning on the tap and helping themselves to soap. They willingly help staff to tidy up before snack time. Children pick up toys and put them away diligently. They politely ask staff, 'Can you help me?', when they need additional support.
- Staff help to build on children's individual experiences outside of the setting and help them learn to keep safe. They ensure children benefit from lots of time playing and exploring outdoors. Children find mushrooms growing at the bottom of a tree as they explore the forest area with staff. They run over excitedly to staff and say, 'Come and see what I found, mushrooms!', as they proudly point them out. Staff talk to children about different plants and remind them of the possible dangers. Children enjoy collecting twigs, feathers, leaves and flowers, and learning about the natural world around them.
- Parents speak highly of the setting. They comment that staff are 'more like friends than caregivers' and feel that communication is excellent. Staff share children's progress with parents through an online journal and ongoing conversations. They regularly publish a newsletter containing good-news stories, upcoming events and useful information for parents.

Safeguarding

The arrangements for safeguarding are effective.

Staff refresh their safeguarding knowledge regularly. They know the different types of abuse and the possible signs and symptoms that a child might be at risk of harm. Staff understand the 'Prevent' duty guidance and their responsibility to identify and report safeguarding concerns, including female genital mutilation and children who are exposed to extreme views. The manager regularly reviews policies and procedures and shares them with staff. Children develop an understanding of how to keep themselves safe in their environment. Staff allow children to take risks in their play to help them understand what is safe and what is not.

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 develop skills to clearly identify what they want individual children to learn from activities.

Setting details

Unique reference number	EY484656
Local authority	Leicester
Inspection number	10236582
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	2 to 11
Total number of places	40
Number of children on roll	155
Name of registered person	Playfit St Marys Ltd
Registered person unique reference number	RP534233
Telephone number	01162895750
Date of previous inspection	25 October 2016

Information about this early years setting

Playfit St Marys registered in 2014 and is situated in Leicester. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until 3pm. The before- and after-school facility operates from 7.30am until 9am and 3pm until 6pm, during term-time and during the Easter and summer holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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 manager and has taken that into account in their evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed staff and children of all ages throughout the setting.
- The inspector held discussions with staff throughout the inspection.
- The inspector spoke to children, to find out about their time at the setting.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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