

Inspection of Play Station @ Barley Close

Barley Close Community Primary School, Barley Close, Mangotsfield, South Gloucestershire BS16 9DL

Inspection date: 14 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form strong relationships with the kind and nurturing staff who care for them. They are eager to begin their play and separate from their parents and carers with ease. Children learn to recognise their name and self-register as they place their name card in a post box. They choose from a wide variety of toys and resources, which have been thoughtfully placed in the environment to support their interests and motivate them to learn.

Children become completely absorbed in their imaginative play. They invite staff and visitors to join in with their play as they act out past experiences. For example, they lie down on their tummy and pretend to splash around in a swimming pool. Staff encourage children to move their arms and kick their legs. Children discuss different sea creatures and lie still as they pretend they are starfish.

Children strengthen their hand muscles as they roll and mould dough. They gently press thin pieces of dried spaghetti inside the dough and are careful not to cause it to snap. Children sit alongside staff as they create their own sticker pictures. Although children find it difficult, they persevere as they peel the stickers from the paper. Children are proud of themselves and celebrate their achievements. They announce to the group, 'I did it all by myself!'

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

- Managers and staff develop positive partnerships with parents. They gather a wide range of information about children's interests and care needs when they first begin to attend. Staff communicate with parents at drop-off and collection times. They invite parents to join children in the setting to view and discuss their learning journals. Parents are also invited to attend some group sessions, such as an organised yoga session to promote well-being week.
- Children benefit from meaningful experiences to learn the importance of hygiene practice. For example, they recently collected apples from a tree in the garden and learned how they need to be washed before they can cook and eat them. However, the setting is yet to fully support children to understand all areas of healthy lifestyles, such as the importance of good oral health.
- Staff provide children with lots of opportunities to be physically active and explore the outdoor play space. Children learn to manage risk safely and display very good coordination as they skilfully climb steps on the setting's new play frame. Staff support young children to take turns. They encourage them to use a sand timer when they take turns to use the swing. Young children develop strength in their bodies as they swing back and forth. Children enjoy playing jumping games with staff. They move their bodies and jump through hoops, calling out the colours.

- Staff share ongoing information with parents about children's learning. They provide parents with a short written summary of each child's development between the ages of two and three years. However, sometimes, these are not always precise enough to fully outline children's targets for future learning and promote the best possible progress.
- Children learn about similarities and differences in the world around them. They understand that not every person has the same appearance or experiences. Staff support them to look at photographs of different living accommodations and explain that some people live in houses and some may live in a flat. Children acknowledge and celebrate these differences. They recognise and confidently tell visitors, 'I wear glasses like you'.
- Managers use the extra funding they receive to enhance the experiences of children and enrich their learning and development. Staff take children to take part in small-group swimming lessons at the local primary school. This supports their physical development and equips them with essential life skills to support their personal safety. Staff provide children with opportunities to go on the minibus to visit areas of interest in the community and learn about the world around them.
- Managers continually evaluate their setting and the care they provide. They reflect on the environment and make changes to positively impact children's experiences. Staff value and consider children's opinions. For example, when developing their outdoor area, they have purchased a basketball hoop and football net at the children's request.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the potential indicators of abuse and/or neglect. They understand the importance of recording concerns and know the procedures to follow to make a referral. The designated safeguarding lead conducts an overview of safeguarding practice across the setting and works closely with external agencies to share information. She signposts parents to additional support and guidance if necessary. All staff take responsibility for ensuring the environment is safe and fit for children's play. They undertake daily risk assessments to eliminate risks and minimise any potential hazards.

What does the setting need to do to improve?

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

- consider further ways to enhance children's awareness of healthy lifestyles, with particular regard to the importance of good oral health
- review assessment procedures to make sure that the information shared is precise and targeted to promote the best possible levels of progress.

Setting details

Unique reference number	2590504
Local authority	South Gloucestershire
Inspection number	10249158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	16
Name of registered person	Play Station Nursery Limited
Registered person unique reference number	RP903410
Telephone number	01454 610101
Date of previous inspection	Not applicable

Information about this early years setting

Play Station @ Barley Close registered in 2020. It is located in the grounds of Barley Close Community Primary School, Bristol. The setting is open each weekday, from 9am to 3pm, during school term time. The setting employs six members of staff to work directly with children. Of these, three hold suitable early years qualifications at level 3 and two hold qualifications at level 2. The setting is in receipt of funding for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The manager, deputy manager and inspector completed a learning walk together and discussed the early years curriculum the setting provides.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager and deputy manager. She sampled documentation, including evidence of the suitability of staff.

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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