

# Inspection of Parr's Playhouse Childcare Limited

Outwoods Street, Burton On Trent, Staffordshire DE14 2PJ

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Inspection date: 3 November 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 and parents are greeted warmly by the manager and staff. Children separate from parents and carers with ease and quickly settle into the routines of the nursery. They form close attachments to their key person, which helps children to feel safe and secure. Children are happy and enjoy their time at the nursery. They develop friendships with their peers and enjoy each other's company. Children enjoy a balance of adult-led activities and child-initiated play experiences. All children, including children with special educational needs and/or disabilities, make good progress from their starting points.

Children have opportunities to learn about the world around them. They take part in outings in the local community, such as walks along the canal to feed the ducks. They learn about the environment and how to keep themselves safe. Children learn about similarities and differences between themselves and others. They also learn about different cultures and festivals that are celebrated during the year. This helps children to develop an awareness of the diverse world they live in.

Children have daily opportunities to play and exercise in the fresh air and develop good physical skills. They skilfully navigate the climbing apparatus and ride on tricycles with coordination and balance. Staff support children's independence well. Children help with tasks, such as tidying away the toys and resources after they have finished playing with them. Children enjoy freshly cooked, well-balanced meals and develop good hygiene routines, such as washing their hands before eating and after using the toilet.

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

- The manager and staff work together well and create a nurturing nursery with a strong family ethos. They plan a broad curriculum to follow children's interests and what they need to learn next. The manager promotes staff well-being, and this is appreciated and acknowledged by staff.
- Staff benefit from regular supervisions and receive targeted training and coaching, which helps to raise their practice to an even higher level. The manager and staff reflect on the service they provide and the learning experiences of children. This helps them to identify strengths and areas for further development.
- Partnerships with parents are strong. Staff gather key information from parents before their children start at the nursery. This helps staff to plan effectively and follow familiar care routines. Staff keep parents informed on the progress their children make and provide ideas on how to continue their learning at home. Parent feedback is highly complimentary. They say their children make great progress, and they comment on the 'family feel' of the nursery.

- The indoor environment is well thought out and provides children with interesting activities and resources that capture their curiosity, build on their interests and encourage their learning. However, staff are less confident in planning rich learning experiences in the outdoor area for those children who prefer to learn outdoors.
- Staff provide children with enjoyable opportunities to be creative and express themselves. For example, children have fun celebrating Bonfire Night. They use their fine motor skills to paint pieces of dry spaghetti to make pretend bonfires. Children proudly show off their creations and receive an abundance of praise, helping to boost their self-esteem and self-confidence.
- Children benefit from warm, loving interactions from the attentive staff. They help children understand what behaviour is expected from them. For example, staff gently remind children to share, take turns and use their manners. However, they could do more to help children understand their emotions and talk about their feelings, which helps children to self-regulate and understand the effects their behaviours have on others.
- Staff support children's communication and language well throughout the nursery. Staff take time talking to babies and are skilful in identifying and acknowledging non-verbal cues, babbles and vocalisations. Older babies excitedly show the inspector their favourite book and confidently say the names of the animals they see in the pictures, such as 'duck' and 'bee'. Staff ask children questions as they play alongside them. They introduce new words to support children's growing vocabulary and offer the correct pronunciation.
- The manager has established close links with other settings children attend and teachers from the local primary schools, to provide continuity in care and learning. Partnership working with other professionals is strong, which ensures that children get the required levels of support that they need.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They complete mandatory training, which includes wider aspects of child protection. Staff are confident in the procedures to follow should they have a concern regarding a child's welfare or the conduct of a staff member. They understand how to keep children safe in their daily practice. For example, they check the premises and resources each day to help minimise any hazards. A thorough recruitment and induction process ensures that children are cared for by staff who understand their roles and are suitable to look after children.

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

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

- consider ways to support children in understanding their emotions so they can learn to self-regulate and communicate their feelings more effectively
- support staff to enhance the outdoor learning environment to provide rich and stimulating learning experiences, particularly for those children who prefer to learn outdoors.

## Setting details

<b>Unique reference number</b>	EY491691
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10236698
<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 11
<b>Total number of places</b>	36
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Parr's Playhouse Childcare Limited
<b>Registered person unique reference number</b>	RP908961
<b>Telephone number</b>	01283 509110
<b>Date of previous inspection</b>	27 January 2017

## Information about this early years setting

Parr's Playhouse Childcare Limited registered in 2015. It is situated in Burton-on-Trent. There are nine members of staff working with the children, and all have early years qualifications at level 2 to level 6. The provision operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities, indoors and outside, and assessed the impact these have on children's learning.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- Parents spoke to the inspector about their views of the nursery.

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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