

# Inspection of Playtime Nursery - Shepperton

St Charles Ltd; Miles House, Govett Avenue, SHEPPERTON, Middlesex TW17 8AG

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Inspection date:

7 December 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

All staff help children to feel safe and secure by getting to know them well. Children go to them for cuddles and reassurance. These warm relationships help children to join in and play happily with their friends. Staff are positive role models for children, who respond positively to staff's expectations. Staff talk to children in a calm manner and gently remind them to consider the needs of others. Children have a positive attitude to their learning and behave well. Staff encourage them to explore resources and talk about their play. For example, when children are exploring paint, they talk about what their painting looks like. They discover the colours they make when they mix them and enjoy showing their friends.

Outdoors, children have lots of fun as they practise their balancing skills and change direction on low-level beams. Toddlers and babies develop their physical skills as they crawl and start to pull themselves to standing on well-placed equipment and furniture. Children explore play dough in their hands. They use cutters and rolling pins to create 'gingerbread people' with the dough, helping their physical skills well. Older children discuss how long they should bake them for and guess the weight and size, which helps their emerging mathematical development. Children use oven gloves as they take the gingerbread out of the pretend oven. Staff help children learn about keeping safe in the kitchen as they discuss why they wear oven gloves.

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

- The new managers have made significant changes to improve the overall quality of the provision. They lead the staff team with enthusiasm and place a high focus on their well-being. The managers both motivate the staff to carry out their roles effectively. Staff say they feel supported in their roles, including through guidance, training and supervisions. Parents speak highly of the nursery team and talk about a shared approach to children's care and learning. They report their children love attending and have made good progress since they started.
- Overall, staff encourage healthy lifestyles. Children learn about good hygiene and get lots of fresh air and exercise. Staff interact well with children and engage them in conversations as they eat. However, they do not consistently extend their teaching to help children learn about the benefits of making healthy food choices through many coincidental conversations they have during play.
- Children with special educational needs and/or disabilities and those who require additional support are well supported. Staff have a good knowledge of children's starting points and how best to move them to the next stage. All children make good progress. The special educational needs coordinator supports children and parents well. This helps to ensure children get all the help they require to make

progress in their development. Staff skilfully identify and support children who need extra help to develop their speech. They have attended early talk training and plan supportive interventions. For example, they use strategies such as signing to support children's communication.

- Children have access to a stimulating and well-resourced environment. Staff continually observe and assess children's development and plan a broad curriculum. However, children's play is sometimes interrupted by changes in the routine. For example, play is interrupted by staff calling children to another activity or for routines of the day. As a result, children are not consistently able to engage in deep concentration.
- Staff plan exciting group activities to entice and engage children. Young children sit intently for story time, eagerly listening for what will happen next. Older children enjoy an activity with bricks and foam. Children watch closely as they take turns to scrape foam onto bricks and use this to help hold bricks together as they build. They use their imaginations as they build houses and rockets.
- The managers regularly review all aspects of how the setting operates. They have a good understanding of its strengths and weaknesses. They set clear goals to build ongoing improvements. Since the last inspection, they have changed the environment to help children settle and help support children's communication skills further.
- There is an effective key-person and buddy system. This helps to ensure children receive consistent care when the key person is not available. In addition, this helps staff build strong relationships with children and their families.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the setting. Managers and staff complete training to ensure their safeguarding and child protection knowledge is up to date. They can identify signs and symptoms that may be indicators that a child is at risk. All staff provide a safe and secure environment for children to play and learn. Risk assessments are carried out in all areas that are accessible to children. Robust recruitment processes are in place to help ensure all staff are suitable to work with children.

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

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

- ensure that staff give consistent messages to children about healthy lifestyles, to further promote their understanding of healthy food choices
- review the routines of the day to allow children time to consolidate and deepen their knowledge through uninterrupted play.

## Setting details

<b>Unique reference number</b>	EY381699
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10218165
<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 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	St Charles Limited
<b>Registered person unique reference number</b>	RP901351
<b>Telephone number</b>	01932 246747
<b>Date of previous inspection</b>	7 December 2021

## Information about this early years setting

Playtime Nursery - Shepperton registered in 2008 and is located in Shepperton, Surrey. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are 20 staff employed. Of these, 11 staff hold relevant early years qualifications at level 3 or above, and four staff members hold a qualification at level 2.

## Information about this inspection

### Inspector

Claire Boparai

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager took the inspector on a learning walk and explained the intentions for children's learning.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff.
- The inspector spoke to members of staff, children and parents at appropriate times during the inspection and took account of their views.
- Parents shared their views on the setting with the inspector.
- The manager and the inspector carried out a joint observation of an activity together.

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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