

# Inspection of Playtime Nursery

131 Rectory Road, SUTTON COLDFIELD, West Midlands B75 7RT

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Inspection date: 12 December 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

There is a friendly atmosphere as children are welcomed warmly into the nursery by staff. Young babies are supported to explore their environment. They cautiously feel snow which has been brought inside and placed in the water tray. They squish it between their fingers, and staff talk about it being cold. 'Elves' have left green- and red-coloured rice within the sand tray. Young babies babble away excitedly as they feel the texture of this running through their fingers.

Toddlers enjoy finding construction toys hidden in water and bubbles. They demonstrate that they feel safe and secure as they confidently bring what they find to show the inspector and indicate they want her to look with them. Children are developing a love of books. They sit, listen and join in with story time. Staff promote diversity well. They talk about it being okay to be different, using the story as a picture reference. Pre-school children sustain high levels of concentration in their activities. Staff plan exciting experiments for them to have a go at, which ignites their curiosity and thirst for learning. Pre-school children have fun making their own play dough. They talk about why it might be too runny or slimy and what they may need to do to make it firmer. Children behave well and there are very few instances of unwanted behaviour. Children are kind to their friends, and they take turns and share well.

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

- Children benefit from a well-sequenced curriculum. It builds on what children know and can do and what skills staff want them to learn to make good progress in their learning. Staff know the children very well. Frequent observations ensure that staff plan activities in line with children's interests and needs.
- Staff support children with special educational needs and/or disabilities. Lots of information is gathered from parents to enable staff to fully understand the needs of the children. Staff work with external agencies. They put in place a support package designed to ensure each child receives the best possible care and makes the best progress they can.
- Since the COVID-19 pandemic, communication and language have been a key focus in the nursery, along with building secure relationships between staff and children. Children are confident, chatty and eager to share their ideas and thoughts. When making 'magic potions', children talk about 'fizzing lava' and that it is 'erupting'. Children are asked their thoughts on why it is happening. Staff are encouraged to teach children a minimum of two new words each week. However, not all children are exposed to the rich language used by staff. On occasion, some children are shown what is expected of them without staff talking to them.

- Partnership with parents is strong. Parents speak very highly of the nursery and value the support and guidance they receive. Staff keep them informed of their children's progress through an online application, and parents are invited into the setting for parents' evenings. The nursery has a lending library, which encourages parents to take books home to read with their children. Parents also have access to a wide range of activities and ideas online to help support them with their child's learning at home.
- Children enjoy being outdoors. They listen as the snow crunches beneath their feet. Children enthusiastically use a snow shovel to push and scoop up snow. Others look at the different footprints in the snow that have been made by wildlife, such as birds. They talk about which are bigger and which are smaller. However, staff do not always make the best use of opportunities for children who prefer to learn outdoors. Children are brought back inside when they clearly want to stay out for longer.
- Independence is promoted throughout the nursery. Children pour their own drinks and receive support to manage their own personal care needs. Potty training is a big focus in the toddler room. Children are rewarded with praise and stickers when they use the potty for the first time. This helps to build their self-esteem. Children are being taught the importance of healthy lifestyles. When children blow their noses, they know to go and wash their hands. Children benefit from freshly prepared hot meals and healthy snacks.
- Effective monitoring by the management team ensures that teaching is consistently good. Staff report high levels of morale and have access to training to enhance their professional development. Staff have recently attended training on the importance of babbling in young children, which supports the curriculum on communication and language. Staff use this knowledge to encourage young babies to start to formulate sounds for single words.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff complete safeguarding training. They have a good knowledge and understanding of child protection and are aware of the signs and symptoms which may indicate a child is at risk of harm or that a family may need extra support. Staff know the procedures to follow if they have concerns about children in their care. Robust recruitment procedures ensure that staff are suitable to work with children. Effective reporting of any concerns about staff practice ensures that training is delivered and improvements are made. Clear and concise risk assessments ensure the safety of the premises.

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

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

- further extend opportunities for outdoor learning to support children who prefer to learn outdoors
- support staff to further enhance the already good curriculum for communication and language so every child is exposed to the rich vocabulary on offer.

## Setting details

<b>Unique reference number</b>	EY379611
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10265614
<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>	47
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0121 311 1970
<b>Date of previous inspection</b>	12 July 2019

## Information about this early years setting

Playtime Nursery re-registered in 2008 as part of the Busy Bees group of nurseries. The nursery employs 17 childcare staff. Of these, one holds an appropriate early years qualification at level 6, and eight hold appropriate early years qualifications at level 3. Four staff hold an appropriate qualification at level 2, and four staff are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Johanna Holt

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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