

# Inspection of Play & Learn Nurseries Ltd

St. Martins School, Ross Road, South Wye, Hereford, Herefordshire HR2 7RJ

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Inspection date: 2 December 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Children's safety is compromised in the setting. Although staff have satisfactory working knowledge of the signs and symptoms of safeguarding, leaders do not ensure that recording and reporting systems are effective. There is a lack of clarity on how safeguarding concerns are dealt with across the provision, which has the potential to place children at risk of harm. At times, staff are unaware of the play that children are engaged in, which does not ensure children's well-being. For example, children play with long laces, which they throw over their head and around the body of their friends to catch them. This presents a risk of children being injured

Children are happy on arrival and they are keen to see the staff and their peers. Children separate well from their parents and settle immediately. They receive a warm welcome from staff, who check with parents if there is any information to be shared about their child for the day. Children become involved in some experiences on offer, however, there are weaknesses in the quality of education. Children are not offered a broad and balanced education programme that meets their needs. At times, activities lack purpose and challenge, and staff do not have high expectations of the children. This limits opportunities to help children make progress.

Very young children develop warm relationships with staff members. They demonstrate enjoyment at sitting with them in the construction area and copy the actions of staff as they model building with the bricks. Children are delighted when staff praise their efforts and achievements.

Recruitment does not ensure the safety of the children. Leaders can not provide the appropriate checks for newly recruited staff to prove their suitability for working with children.

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

- Leaders do not develop an ambitious and well-defined curriculum that meets the needs of children and ensures that they achieve the best possible outcomes. Learning experiences on offer do not consistently support children to develop appropriate skills and knowledge.
- Leaders do not monitor staff closely enough to ensure that they are fully effective in their roles. As a result, staff do not receive targeted support and coaching to help them fully meet all aspects of their roles and responsibilities. Staff do not access regular and relevant training and professional development opportunities. Therefore, support for them to extend their knowledge and understanding is limited.

- Staff do not consistently or respectfully manage children's behaviour, or foster positive attitudes towards their play and learning. For example, written rules on the wall are ineffectively shown to a child who struggles to engage in purposeful play. Children are disengaged for periods of time, and staff are not proactive in providing stimulating and interesting opportunities to focus and engage them.
- Children's personal development is not effectively supported. They have limited opportunities to develop their self-care skills and independence. Staff do not use appropriate teaching methods to encourage children to carry out tasks for themselves. For example, children are not supervised in handwashing before snack. As a result, some children do not use soap at all, some do not rinse the soap from their hands and others do not use the paper towels to dry their hands to ensure they do not become sore. Children are at risk of cross infection as staff do not support them to wipe their noses.
- Children's communication and language is not effectively supported. Staff do not consistently provide engaging experiences or model language to successfully extend children's vocabulary and understanding. For example, staff use flash cards with younger children, and ask them to repeat words back to them. For older children, group activities, such as circle time, do not accurately reflect the needs of all children. This means that some children are disengaged and struggle to become involved. This results in challenging behaviour.
- Children enjoy spending time outdoors in the large garden area. They have the opportunity to develop their gross motor skills, and delight in climbing, running and jumping. Children develop strong balancing skills. For example, they competently use the swing and enjoy being pushed backwards and forwards by a member of staff. Children use wheeled toys skilfully and enthusiastically push each other around in the cars.
- Parents are happy with the service on offer. They comment particularly on the warm and relaxed relationships that staff develop with children and families. Parents feel involved in their children's learning and say that they are well informed about the experiences that children are engaged in. They are happy with the verbal feedback they receive from staff at the end of each day.
- Staff develop play plans to provide support for children with special educational needs and/or disabilities (SEND). The newly appointed special educational needs and disabilities coordinator (SENDCo) is reviewing the plans, and considering how information is shared with parents. This is to ensure that appropriate and effective intervention is in place to improve the learning outcomes for children with SEND.

## Safeguarding

The arrangements for safeguarding are not effective.

There is a lack of clarity regarding safeguarding recording and reporting procedures. In addition to this, safer recruitment procedures are not sufficiently followed. Leaders have not identified these gaps in safeguarding practice and do not effectively support and monitor staff to ensure factual, clear and objective recording of accidents, incidents and concerns. Systems in place are not robust

enough to ensure transparent communication with parents, and maintain the safety of all children. However, staff have appropriate knowledge of the signs and symptoms of child abuse, and they attend relevant online training sessions. The setting has an effective system in place for the secure collection of children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
review and improve the procedures for recording and reporting safeguarding concerns to ensure that appropriate action is taken	31/01/2023
review recruitment procedures and carry out required checks to ensure the appropriate appointment of suitable staff across the provision	28/02/2023
ensure that children are supervised effectively at all times across the provision to ensure their safety	31/01/2023
provide training and support for staff to develop their knowledge, skill and understanding of how to respectfully and consistently support children's behaviour and self-regulation	31/01/2023
provide training and support for staff to ensure that they record objectively, using factual information with particular regard to children's behaviour and attitude to learning.	31/01/2023

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

- ensure that activities and experiences reflect the learning and development needs of the children in order to effectively engage them in play, maintaining their focus and attention to improve outcomes for all children
- further extend staff knowledge of language acquisition to more effectively support children's communication and language development
- ensure that staff receive constructive supervision in order to support their

professional development as effective early years practitioners.

## Setting details

<b>Unique reference number</b>	EY274846
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10233638
<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>	1 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Play & Learn Nurseries Ltd
<b>Registered person unique reference number</b>	RP521875
<b>Telephone number</b>	01432 354423
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

Play and Learn Nurseries Ltd registered in 2004. The nursery employs eight members of childcare staff. They all hold an appropriate early years qualification at level 2 or 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## 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 inspector viewed the provision and discussed the safety and suitability of the premises. The deputy manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a communication and language activity with the deputy manager.
- The SENDCo spoke to the inspector about how they support children with SEND
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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