

Inspection of Playhouse Day Nursery

Lowfields Avenue, Ingleby Barwick, STOCKTON-ON-TEES, Cleveland TS17 5GA

Inspection date: 12 October 2022 - 13 January 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 show that they feel safe and secure. Babies hold up their arms to be held and toddlers climb onto the lap of familiar staff. Older children chat happily while they play. They share stories from home that develop into imaginative play. They confidently tell visitors their toy dog has chicken pox. Children benefit from an ambitious curriculum that helps them to prepare for what they need to learn next. They engage in their learning and join in with group conversations. For instance, children talk to staff about what might happen when they add warm water to ice. Babies explore sand and watch it slip through their fingers as staff introduce new words and sounds. Toddlers sit on staff's knees and listen to their favourite stories. They rapidly learn new words and point to pictures in the book. This helps to develop children's communication and language skills.

Children are physically active. They have regular access to the large outdoor area at the setting, where they play hide and seek games with staff. Babies laugh as they dance to music. Older children move their bodies in different ways during large-group activities, such as 'dancing like monkeys'.

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

- The manager is clear about what it is that she wants children to learn. She works alongside staff to role model practice. She monitors assessments of children and works with parents and staff. The manager liaises with other professionals, where necessary, to seek further support for children's learning and development.
- The manager involves staff in evaluating the provision. They work together to plan improvements. For example, changes to the layout in the setting have helped to improve transition arrangements between the baby and toddler rooms. Furthermore, staff have recently implemented snack times, where children's play is uninterrupted. Children are able to have snack when they choose.
- Children are reminded to wash their hands before mealtimes and are provided with a range of healthy choices. This helps children to learn about the importance of leading a healthy lifestyle. They help with tasks such as setting up the table and handing out plates and cutlery to their friends.
- The manager has plans to support staff to settle into new roles, and to develop their practice. Staff say they feel well supported and that their workload is manageable. The manager completes supervision sessions and she places a strong emphasis on promoting staff well-being. Staff complete robust induction procedures. However, there is less emphasis on promoting staff training in all areas, including targeting training for the specific age range of children that staff work with.
- Staff help children to learn about the beliefs and values in their own experience

and beyond. Children share what they know about Diwali during discussions on the carpet. They make patterns during creative activities that represent religious festivals that are important to their friends. This helps children to understand what makes them unique.

- Children are polite and are kind to one another. For example, they make sure their friends have the tools they need to join in a mark-making activity. Older children learn to cooperate. For instance, when they work together to build a tower as high as they can. Staff praise and encourage children's achievements. However, staff do not provide a consistent approach to support children to learn how to manage their own feelings and behaviour and understand the impact on others.
- Parents are happy with the care and education provided. They are assured that their children are happy and safe in nursery. They appreciate the time that staff spend to give them feedback about their child's day in nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager clearly understands her responsibilities to safeguard children. She ensures that she, and staff, can identify early indicators of potential harm to children, and support families to get the help that they need quickly. They know how to report any significant concerns about a child's welfare. The manager ensures that staff are suitable to work with children. Clear and appropriate procedures are in place to manage allegations about staff and their conduct. Risk assessments help to ensure that the premises, equipment and organisation of the setting help to protect children from harm. Hazards are identified quickly and removed or minimised to keep children safe.

What does the setting need to do to improve?

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

- target staff training to help staff enhance their skills and knowledge, specifically for the age range of children that they work with
- ensure a consistent approach to how children learn to manage their own feelings and behaviour and understand the impact on others.

Setting details

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| Unique reference number | EY420139 |
| Local authority | Stockton-on-Tees |
| Inspection number | 10229383 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 10 |
| Total number of places | 55 |
| Number of children on roll | 88 |
| Name of registered person | Playhouse Northern Limited |
| Registered person unique reference number | RP906879 |
| Telephone number | 01642767576 |
| Date of previous inspection | 22 November 2016 |

Information about this early years setting

Playhouse Day Nursery registered in 2007. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status and two who hold a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspectors

Clare Wilkins
Emma Allison

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 observed activities and routines, indoors and outdoors. She assessed the impact these have on children's learning and development.
- The manager and inspector observed a creative mark-making activity together. They evaluated the quality of teaching and discussed children's learning observed.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to two parents and took account of their views.
- The manager met with the inspector to discuss leadership and management matters. The inspector viewed relevant documentation, including evidence of the suitability checks carried out on staff.
- The manager showed the inspector around the nursery. She talked about how the provision is organised and about the plans for children's learning and development
- Following the original inspection on 12 October 2022, a further visit was completed on 13 January 2023, to gather additional evidence.

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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