

# Inspection of Playtots

Family Service Building, Park View Primary School, Park View, Huyton, LIVERPOOL  
L36 2LL

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Inspection date: 9 January 2023

<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 settle quickly when they start at this warm and welcoming nursery. They are supported by staff who consider their emotional well-being from the outset. As a result, babies and children quickly develop secure relationships with the responsive staff. They are happy and feel safe and secure. Leaders and staff have high expectations for children. Through adult modelling and support, all children learn to take turns, share and be respectful of one another. Staff understand that these are all important skills that children need to succeed in later life.

Children access a rich and varied curriculum. This is enhanced by staff who follow babies' and children's lead within their play. For example, older children busy themselves in making lunch in the home corner. Staff support them to think about what meal to cook and drinks to make. Children's imaginative play and communication skills are well supported.

The environment and routines are carefully planned to support children in developing their independence. For example, older children learn to carefully carry their lunch plate with 'two hands'. They skilfully scrape their waste into the bin, then roll up their sleeves to wash their plates. Children receive lots of praise and encouragement. This is building their confidence as they prepare for starting school.

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

- The support for children with special educational needs and/or disabilities is strong. A culture of early identification and intervention is embedded across the nursery. Leaders and staff work closely with parents and other professionals to meet children's needs. In addition, funding is used effectively to provide children with appropriate support and resources. As a result, children receive high-quality interventions to help them make the progress they are capable of.
- Leaders and managers are knowledgeable and experienced. They are extremely passionate about early years and the children in their care. In addition, they have a clear vision for the future and have identified areas for further development. The leaders are reflective within their practice and consider any feedback as an opportunity for improvement. This ensures children access a high-quality nursery that helps them to build their knowledge and skills to succeed in life.
- Children understand the nursery boundaries and routines and follow these. Staff are consistent when sharing these messages. In addition, children are happy and confident learners. They eagerly tell the inspector about what they enjoy at nursery. Children have a positive attitude to learning and feel safe and secure.
- Children access a rich and varied curriculum. However, the focus on

mathematics and literacy does not always offer challenge for older children. For example, children learn how to make their own play dough, supported by staff, who talk them through the process. Staff do not extend learning by incorporating maths and literacy opportunities.

- Managers and staff understand the importance of children's well-being. New children settle quickly into the setting because the transition process carefully considers children's individual needs. As a result, children begin accessing learning and developing independence from when they start.
- Following the impact of the COVID-19 pandemic, leaders have identified that children's communication development is a key area of focus. Children's development is assessed swiftly when starting nursery. The nursery uses a communication assessment tool to identify any gaps in children's development. This is followed by a targeted programme of early intervention work. As a result, children are making considerable progress.
- Staff know their key children well and value them as individuals. They monitor progress through regular assessments to identify next steps in learning. They understand the areas of learning and the ways that young children learn. However, some staff are not always clear about what they intend for children to learn through the activities they provide. As a result, the intent within some adult-led activities is not always clear or specific.
- Parents speak highly about the nursery and the progress their children have made since starting. They are updated verbally each day and say communication sharing is good. Parents express gratitude to staff who have offered help to enable them to access support from other agencies when required.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures at this nursery are robust. Staff follow daily risk assessments. Children are also involved in outdoor safety checks and learn about hazards. Leaders and managers have effective systems in place for recruitment and to check the ongoing suitability of staff working with the children. They ensure staff access regular and up-to-date safeguarding and child protection training. As a result, staff have secure knowledge of procedures to follow should they have any concerns about a member of staff. They also understand their responsibilities and what they need to do if they have a concern about the safety or welfare of a child.

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

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

- incorporate further mathematics and literacy opportunities to offer challenge and extend learning
- support staff confidence and understanding of delivering learning intent.

## Setting details

<b>Unique reference number</b>	EY537219
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10262084
<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>	112
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Playtots Limited
<b>Registered person unique reference number</b>	RP537217
<b>Telephone number</b>	0151 289 7632
<b>Date of previous inspection</b>	21 August 2018

## Information about this early years setting

Playtots registered in 2016 and is situated in Huyton, Liverpool. The nursery employs 23 members of childcare staff. Of these, one holds a qualification at level 6, 12 hold qualifications at level 3, and six hold qualifications at level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and one week during the Christmas period. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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 nominated individual joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the area manager about the leadership and management of the setting.
- The area manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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