

Inspection of Playmates II

55-57 Murray Street, HARTLEPOOL, Cleveland TS26 8PQ

Inspection date:

9 February 2023

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

Children are curious learners who confidently explore their environment. They benefit from an ambitious curriculum that helps them to prepare well for what they need to learn next. Babies benefit from a nurturing environment with a vast space to help them to develop their physical skills. They quickly move from crawling to pulling themselves up to a standing position before taking their first steps. Staff offer consistent praise and encouragement, rejoicing as children master their new achievements. This helps to promote children's self-esteem. Toddlers develop more confidence in their own abilities and show an increasing level of independence, learning to do things for themselves. Children make their own choices in their play and learning.

All children behave well. They develop strong friendships with one another. For instance, pre-school children work together to solve problems they encounter. They make predications in their play. One example of this is, children add paint in water to make pretend potions. Children estimate what colour they will make. They count how many hooped cereal pieces they can add onto their pasta sticks. Children show excellent levels of imagination and tell staff that their sticks look like they are toasting marshmallows. Staff offer support and coaching for children and encourage children to think of ways they can extend this activity. Children use blankets and pretend to go camping. They make a pretend fire to toast their marshmallows. This helps to promote children's creative skills.

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

- The manager and staff team have worked hard since the previous inspection. This is reflected in how the curriculum is implemented across the setting. The manager meets regularly with staff and has action plans in place to help them to evaluate the overall quality of the setting. Due to recent staffing issues the managers spends most of her time working alongside staff in the nursery. However, she is unable to dedicate more focussed time on observing practice to swiftly identify and address any emerging weaknesses.
- Communication and language is a strong focus for the nursery. Staff model language and introduce new words as children play. For instance, during a pretend bug hunt game staff encourage young children to use words such as 'magnifying glass'. Staff provide a running commentary as children play. They sing nursery rhymes and read stories to children. Children show a keen interest in stories and respond to questions staff ask about the stories they read.
- Partnership with parents is strong. Parents are complimentary of the care their children receive at the setting. They talk fondly of their child's key person and compliment them on how quickly their children settle. Parents are invited into the setting for parents' evenings and staff share observations and assessments

of children's learning. Staff talk to parents about children's achievements and what they have shown an interest in at nursery, such as their favourite story book.

- Staff are respectful in managing children's personal care. They continually talk to them about what they are doing and always seek their permission. The impact is that children are valued.
- Children are provided with a variety of healthy meals and snacks. Staff sit with children and encourage manners, independence and conversation. Children's good oral health is promoted throughout the nursery and staff talk to children about healthy choices. Children follow good hygiene practices.
- Children in receipt of additional funding and with special educational needs and/or disabilities (SEND) are well supported in the setting. Staff liaise closely with other professionals to offer specific targets to help children to prepare well for what they need to learn next. For instance, staff source specialist resources for children to use at the setting.
- Children are aware of the nursery routine. They participate in tasks appropriate to their age and stage of development, such as helping to tidy away toys and resources. Older children 'vote' for their favourite stories to be read before mealtimes. However, some transition times are not organised as E. Some children do not have the opportunity to listen to their chosen story and are left waiting too long before the next part in the routine.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a clear understanding of safeguarding practices. This includes the steps to follow in the event of a concern about the welfare of a child. Staff receive regular training including a thorough induction and probationary programme when they first start employment. The manager reviews the ongoing suitability of staff and is aware of her responsibility to notify the relevant authorities of any allegations against staff. Staff understand the impact of domestic violence on children and are aware of any signs that a child or family maybe exposed to extreme views or behaviours.

What does the setting need to do to improve?

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

- focus time on observing staffs practice to swiftly identify and address any emerging weaknesses
- review transition times to ensure all learning is fully promoted and captured.

Setting details

Unique reference number	EY280880
Local authority	Hartlepool Borough
Inspection number	10237913
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	0 to 4
Total number of places	104
Number of children on roll	146
Name of registered person	Playmates Private Day Nursery Ltd
Registered person unique reference number	RP521179
Telephone number	01429 272500
Date of previous inspection	29 March 2022

Information about this early years setting

Playmates II registered in 2004. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above, including one member of staff with a level 5 qualification. The nursery opens from Monday to Friday all year round, apart from bank holidays. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Emma Allison
Janet Fairhurst

Inspection activities

- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with inspectors during the inspection.
- Staff spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors 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 observations of a group activity with the manager.
- Parents shared their views of the setting with the inspectors.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023