

Inspection of Play Station Nursery @ Filton Ltd

Conygre Road, Filton, Bristol BS34 7DF

Inspection date: 12 January 2023

Overall effectiveness	Inadequate
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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

Staff's lack of careful oversight and knowledge of safeguarding procedures compromise children's safety. Although they complete daily safety checks, they fail to remove broken or hazardous materials. As a result, children use broken equipment and slip on wet decking.

Staff do not teach children effectively about boundaries and expectations. As a result, children's behaviour is poor and they struggle to engage in activities. For example, children throw toys and dough at each other and on the floor, and staff do not intervene or guide their behaviour.

Although managers demonstrate their curriculum intent well, they have not communicated to the staff team what it is they want children to learn. Staff do not have the skills and understanding needed to be able to implement the curriculum successfully. Staff do not teach children the knowledge and skills they need. They do not help children to develop a positive attitude to learning, and children are not motivated to persevere at tasks and engage in learning. Not all parents are aware of their child's key person and how well their children are doing.

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

- Staff do not follow the setting's behaviour management policy. They do not provide clear rules, expectations and boundaries for children to follow. Many disagreements between the children go unnoticed. Staff fail to notice when children damage other children's creations or interrupt their play. Children do not understand the impact of their behaviour on others and are not learning how to cooperate. When staff do intervene, they are not consistent in their approach and this confuses the children. For example, staff praise children for sitting nicely, even though children are banging their utensils and plates on the table at mealtimes.
- Staff observe children and plan activities based on their interests. However, they do not use assessment well enough to check what the children know and can do, and what they need to learn next. This means staff are not delivering a curriculum that suitably challenges children. Children easily lose interest and flit from one activity to another. Staff do not notice when children sit alone and are disengaged. They do not provide these children with the support they need to become engaged in learning.
- Children have regular opportunities for fresh air and outside play. They enjoy balancing on boulders, playing ball games, or pretending they are 'going on a bear hunt' with staff. However, staff do not remove all the risks from the environment, which puts children's safety at risk. For example, in the outdoor play area, children are exposed to sharp, rusty metal at the base of a bucket on

a pulley system as they stand underneath. Furthermore, children slip on the wood as they try to climb to the top of a wooden structure.

- The key-person system is not consistent to meet children's individual needs. Not all staff are aware of who the children's key persons are, and some children are without a named key person. As a result, children are not building valuable relationships with an adult they trust, and some become easily distressed. Additionally, children's personal care needs are not always considered by all staff. The organisation and daily routines of the setting negatively impact on children's learning and well-being. For example, some staff remove children from activities they are enjoying, to complete routine tasks, such as nappy changing. On occasions, staff lift young children to a standing position by their wrists. While this is not done roughly, it does not provide children with emotional security.
- Leaders do not recognise weak staff practices and weaknesses to the key-person system. They do not have effective procedures to monitor and improve the quality of children's learning experiences, to help children achieve and be safe and well cared for.

Safeguarding

The arrangements for safeguarding are not effective.

The weakness in risk assessment procedures puts children's welfare at risk. Leaders and staff do not ensure that the environment is suitable for children, as they do not minimise or remove all hazards. Staff do not manage children's behaviour in a way that enables children to follow safe practices. Staff are alert to signs that may indicate a child is at potential risk from harm. Staff are aware of procedures regarding how to care for children with medical needs, including what actions to take in case of a medical emergency.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that risk assessments are effective and all risks to children's safety are minimised or removed	13/01/2023
implement an effective key-person system to help ensure that every child's care is tailored to meet their individual needs	26/01/2023

improve the monitoring and coaching of staff practices to ensure that staff provide children with quality learning and development experiences	26/01/2023
ensure children's behaviour is managed in an appropriate way to support children in learning the boundaries and expectations	26/01/2023
ensure staff understand the curriculum and how to plan and implement activities that meet all children's individual learning needs, so that children are fully engaged and appropriately challenged.	26/01/2023

Setting details

Unique reference number	EY467424
Local authority	South Gloucestershire
Inspection number	10233900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	31
Number of children on roll	24
Name of registered person	Play Station Nursery Limited
Registered person unique reference number	RP903410
Telephone number	01454610101
Date of previous inspection	2 February 2017

Information about this early years setting

Play Station Nursery @ Filton Ltd registered in 2013. It operates from a room in Filton Children's Centre, South Gloucestershire. The nursery is open on Monday from 9am to midday, and on Thursday and Friday from 9am to 3pm, during term time only. It is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs six members of staff to work directly with children. Of these, three hold suitable early years qualifications at level 3, and one holds a qualification at level 2.

Information about this inspection

Inspector

Charlotte Adcock

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- The inspector held discussions with the staff about nursery practice and procedures.
- A joint observation was carried out with the deputy manager.

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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