

# Inspection of Playdor Nursery School

Bank Parade, Burnley BB11 1UH

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Inspection date: 7 March 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children settle quickly on arrival at this warm and welcoming nursery. They are happy and feel safe, settled and assured. Children form strong and caring bonds with their key persons. Babies who are settling in get plenty of cuddles and individual care, which helps them to become confident within the nursery environment. Children behave well and form good friendships with each other. They seek each other out to play and share experiences. For example, children pretend to be cooking and serving in the role-play area. Pre-school children respond well to staff's positive reinforcement of expectations, such as 'let's share please'.

Children have access to a range of interesting resources and activities, which staff plan for, based on their individual needs and interests. Children show delight as they explore and create different sounds and noises with musical instruments. They strengthen their physical and mathematical skills. For example, they carefully balance, count different amounts and increase their spatial awareness as they build with blocks. Furthermore, children extend their imagination and build on their own experiences as they act out being parents and looking after baby dolls.

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

- There is a clear curriculum, with speech and language having been identified as a focus. Overall, staff support all children's language development effectively. However, on occasion, some staff do not fully utilise opportunities to promote children's early communication and language skills to the fullest. For example, during outdoor sessions, staff do not consistently build on young children's attempts to speak as they excitedly explore ice.
- Staff provide effective support for children with special educational needs and/or disabilities (SEND). Children with SEND have individual support plans that are regularly reviewed to ensure that they continue to meet their developing needs. This helps children, including those with SEND, to make good progress from their starting points.
- Staff provide plenty of opportunities for children to practise their small-muscle skills. This helps children to develop the muscles they need for early writing. For example, inquisitive toddlers mould dough and carefully use their finger and thumb to roll tiny balls, enabling them to look closer. Pre-school children relish the writing table resources to make marks and letters. Staff provide extra challenge and add tongs into the role play kitchen, which strengthens hand grip.
- The nursery provides children with a broad range of healthy foods. Children with allergies or other dietary requirements are catered for to ensure that their personal needs are met. Staff encourage children to try new foods and teach them about the importance of eating vegetables. Children are developing their

understanding of a healthy diet.

- Children show consistent behaviour and positive attitudes to learning. They show a good understanding of boundaries and routines and enjoy taking turns with each other. For example, children share equipment and discuss who is next as they role play being chefs.
- The nursery has undergone a number of staff changes following the COVID-19 pandemic. The new team works well together and is enthusiastic. The manager carries out regular meetings with staff to support them and identify any areas of development. However, further professional development is not consistently targeted in order to support staff to enhance their skills to the highest level.
- Management ensure that children have links and access to the wider community and enjoy a variety of outings. For example, children attend swimming lessons every week to support their water confidence and swimming safety. Children have previously visited a post office and pet shop to widen their learning experiences in the local area.
- Parents are happy with how quickly their children have settled into this home from-home setting. They state that they feel well informed about their children's learning and development through regular information on an online app and verbal feedback.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff carry out daily risk assessments to ensure that children play in a clean, safe and secure environment. Leaders have robust recruitment systems in place to ensure that children are only cared for by staff who are suitable. Staff receive regular training on child protection and demonstrate a clear understanding of the signs that may indicate children are at risk of abuse. They know what actions to take if they have concerns about children's welfare or about the conduct of a colleague. Leaders monitor the deployment of staff to ensure that children are adequately supervised at all times.

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

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

- develop staff's understanding of how to consistently support children's early communication and language skills
- focus professional development opportunities more precisely on supporting staff to raise the quality of their teaching to the highest level.

## Setting details

<b>Unique reference number</b>	2626499
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10276092
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	109
<b>Number of children on roll</b>	119
<b>Name of registered person</b>	Playdor Limited
<b>Registered person unique reference number</b>	RP534655
<b>Telephone number</b>	01282427120
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Playdor nursery school registered in 2021. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate qualification at level 6, one at level 5, one at level 4, six at level 3 and two at level 2. There are four apprentices. The nursery opens Monday to Friday, from 7am until 6pm, for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- This was the first routine inspection the nursery 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 manager and deputy manager accompanied the inspector on a learning walk of the nursery. They discussed the curriculum they provide and how this is arranged.
- The inspector completed a joint observation with the manager, and they discussed the impact of teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

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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