

Inspection of Play Works

49 Park Road North, Urmston, MANCHESTER M41 5AT

Inspection date: 17 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Despite a breach in statutory requirements relating to first-aid training, children are safe at this pre-school. On the day of the inspection, there was no one present with a current paediatric first-aid certificate. However, staff demonstrate knowledge of how to respond to injuries and deliver first aid appropriately. This breach does not have a significant impact on children's safety and well-being.

Children are happy and motivated to join in with play. Staff give great thought towards making the pre-school and wraparound provision inviting and engaging. The appealing environment, coupled with staff being welcoming, warm and friendly, helps children to be at ease and ready to learn. Children develop their literacy and mathematical skills in preparation for school. For example, they count out pieces of gold during a treasure hunt and categorise sizes of dinosaurs. Staff use stories and books to help to spark children's curiosity and interest.

Embedded routines support children's positive behaviour as they know what is expected of them. Children form friendships and they play together harmoniously. Children gather together using small-world figures to act out stories in a doll's house. They show kindness and behave well. Staff shower children with praise and celebrate their achievements. This supports children's well-being and further contributes to the good progress they make in their learning.

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

- The inspector identified that there was a lapse in paediatric first-aid training. The provider had not acted swiftly enough to secure appropriate retraining. That said, during the inspection, the provider took immediate action. They have begun to address this breach and made appropriate plans to fulfil this statutory requirement.
- The provider conducts audits to monitor safeguarding requirements of the setting. However, this monitoring is too infrequent and ineffective. The provider did not identify in their audits that paediatric first-aid training would soon expire. This resulted in the setting not having a trained paediatric first aider present for several months.
- Staff use their assessments of what children know and can do well to help to shape what they want children to learn next. They frequently assess children's communication and language ability. This enables them to provide precise support to improve children's speech. Staff access continuous professional development opportunities which helps them to improve the quality of their interactions with children.
- Children's interests and personal learning needs are considered in curriculum planning. Staff adapt and change the environment to nurture children's interests

which helps them to embed and make new learning memorable. Leaders teach children about religious festivals and special events. This helps to extend children's knowledge of the wider world.

- The provider incorporates learning to look after animals in their curriculum planning. This develops children's awareness of showing kindness for living things exceptionally well. Children quickly learn to care for the rabbits that roam freely among them. They observe how chicks hatch and frogs develop from frogspawn. Interactive, hands-on learning experiences develop children's awareness of the animal kingdom and natural world.
- Staff provide children with various opportunities to develop their early writing skills. Younger children access tools and resources in play. This helps them to strengthen their hand muscles in preparation for writing. Older children carefully write messages on Mother's Day cards, taking pride in their new skills.
- Occasionally, there are times when children are expected to sit and wait for extended periods of time. Although this is when they are learning to wash their hands, brush teeth or take turns to get their milk to drink, the younger children sometimes become restless and lose motivation. At these times, some children are not as engaged in active learning.
- Staff work well with other professionals. They maintain a two-way flow of information with other settings that children attend. This supports children's continuity of care and learning.
- Parents speak very positively about the pre-school. They say the staff are nurturing and go 'above and beyond' to personalise children's learning. Parents receive information about the activities provided to help them to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate confidence and ability to ensure that children's medical needs are met. The inspector posed scenarios to the staff during the inspection to test out their basic knowledge of first aid. Staff manage children's allergies appropriately. Staff know how to respond to typical childhood injuries and incidents such as choking and bleeding. They are aware of signs and symptoms of child abuse. They know the local reporting procedures if they have a concern about a child's welfare or the conduct of a colleague. The designated safeguarding lead demonstrates an awareness of ongoing monitoring of children to continue to keep them safe from harm. The provider risk assesses the animals in the settings so that children are kept safe while handling them.

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 at least one person who has a current paediatric first-aid certificate is available at all times when children are present, including when taking children to school and on outings.	31/03/2023

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

- strengthen monitoring procedures and self-evaluation to ensure that all mandatory training is completed within required timescales
- review the organisation of the daily routines to ensure that children remain active in learning as much as possible.

Setting details

Unique reference number	EY467347
Local authority	Trafford
Inspection number	10276559
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	32
Number of children on roll	69
Name of registered person	Play Works (M/cr) Limited
Registered person unique reference number	RP532940
Telephone number	01617489400
Date of previous inspection	20 July 2017

Information about this early years setting

Play Works registered in 2013. The setting employs five members of staff, all of whom hold a relevant qualification at level 3 or above. The setting operates all year round, apart from one week at Christmas and on bank holidays. Sessions run from 7.30am until before school, and after school from 3pm until 6pm for primary school children. The setting provides early education from 9am to 12pm for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first 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 led the inspector on a learning walk and explained how the curriculum is planned.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice and evaluated the quality of activities, together with the manager and curriculum lead.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.
- The inspector held meetings with the managers and nominated individual to discuss their evaluation of the provision.

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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