

Inspection of Playhouse Day Nursery

The Playhouse, 5 St Mary's Road, Smethwick, West Midlands B67 5DG

Inspection date: 7 February 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

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

Weaknesses in safeguarding compromise children's safety. Leaders do not have effective supervision procedures in place to assess staff's understanding of all areas of safeguarding. They do not accurately determine where there are gaps or provide further training to help staff improve. Personal hygiene measures are not fully effective. Some staff do not follow stringent procedures to protect children from the spread of infection. Therefore, children's good health and welfare are not always promoted.

That said, children are happy and settled. They confidently explore the provision and become increasingly independent. The key-person system is effective. Staff meet children's individual needs and plan to promote their learning from their starting points. They know children well and support them to make good progress in their development. Staff support children's social and emotional development. They model the language of emotions and help children to label how they are feeling. Children confidently talk about their emotions. For example, in their response to a book, they talk about feeling happy, sad and scared.

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

- Leaders fail to recognise that not all staff have secure understanding of child protection. Some staff do not have any knowledge of the 'Prevent' duty guidance, county lines and breast ironing, as is required. This means they cannot identify signs of these types of abuse. Therefore, they might potentially go unnoticed, which does not help to protect children from all possible types of harm.
- Leaders' oversight of safeguarding within the provision is not good enough. They do not make the most effective use of staff supervision to identify gaps in staff safeguarding knowledge and take action to address them. As a result, some staff's knowledge is not up to date.
- Staff do not always implement safe hygiene practices to protect children from the spread of infection. For example, on occasions, some staff forget to wash their hands and children's hands after wiping and cleaning their noses. However, staff do promote healthy living in other ways. Children enjoy home-cooked meals at the setting and the nursery chef caters for all their dietary needs. All children take great delight in brushing their teeth after lunch. Children play outdoors daily and enjoy riding tricycles and bouncing on trampolines. Children take great pleasure independently refilling their cups with water from a dispenser.
- The curriculum is good, with communication and language as a key focus. Staff regularly assess children to monitor their development. They plan activities to build on what children already know. Children acquire early mathematical skills

as they practise their counting and learn about shapes.

- Children enjoy a range of books and songs. Babies look at themselves in mirrors while staff sing action songs. They smile as staff point to their facial features and teach them about certain body parts. Toddlers enjoy cuddles with staff while they share their favourite books. Staff encourage them to join in and fill in missing words. Pre-school children request staff to read lots of books during story time sessions. Staff encourage them to act out familiar tales and hold conversations about the content. This all helps to build children's vocabulary.
- Children with special educational needs and/or disabilities (SEND) are fully supported by the special educational needs coordinator (SENCo). She identifies delays in children's development and implements strategies to support them to make the best possible progress. She proactively seeks support from external agencies and works with them to ensure children's needs are met. She liaises with local teachers and plans ahead to support smooth transitions to school.
- Children listen to staff and each other. They follow instructions and help around the nursery. At mealtimes, they enjoy the responsibility of helping staff to lay the tables and serve their friends. Children are beginning to understand right from wrong. They know to apologise if they accidentally hurt their friends. Children use their manners without being reminded. Children say a special thank you prayer to the chef every day for their meals and even the very youngest babies remember to say thank you when staff hand them their drinks.
- Parents speak positively about the setting. They report that their children are happy, and staff are supportive and approachable. Parents accompany children during settling-in sessions. They talk to staff about their children's interests and development. Staff keep parents fully informed of their children's progress and next steps in their learning. They also share ideas with parents to support further learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Although staff have a basic understanding of some of the known indicators of child abuse and neglect, leaders fail to ensure all staff have up-to-date knowledge of all relevant safeguarding issues. Some staff demonstrate a lack of awareness and understanding of radicalisation and extreme practices. Furthermore, staff do not routinely follow stringent hygiene practices to help prevent the spread of infection. That said, the premises are secure. Staff complete risk assessments to minimise some risk. Toys and resources are age appropriate and in good condition. Staff-to-child ratios are met, and staff deploy themselves effectively to supervise children safely. All staff hold paediatric first-aid qualifications and procedures are in place for the safe administration of medication.

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
make more effective use of staff supervision to identify gaps in staff knowledge and review their training needs to ensure their knowledge is kept up to date	10/03/2023
ensure staff have a secure understanding of safeguarding, including how to identify and respond appropriately to all types of abuse to protect children from harm	10/03/2023
ensure staff follow stringent hygiene measures and take all necessary steps to prevent the spread of infection and keep children safe.	10/03/2023

Setting details

Unique reference number	255146
Local authority	Sandwell
Inspection number	10263720
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	1 to 5
Total number of places	50
Number of children on roll	25
Name of registered person	Kerr, Yvonne Jennifer
Registered person unique reference number	RP905892
Telephone number	0121 429 4261
Date of previous inspection	10 May 2017

Information about this early years setting

Playhouse Day Nursery registered in 1987. The provider employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm Monday to Thursday, and Friday from 7.30am to 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Wilcox

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the deputy manager of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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