

Inspection of Playaways

High Street, GLASTONBURY, Somerset BA6 9DZ

Inspection date: 13 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children settle straight away at the setting. Babies put their arms out to their key person and happily part from their parents. Staff plan an environment that immediately engages children, so they are highly inquisitive and eager to learn. Staff treat children with respect and value their choices. They help children to understand their uniqueness and to have a positive attitude to other people's differences. Children build wonderful relationships with each other and the staff. Staff are calm, gentle and reassuring with babies. For example, they sing to them while changing their nappy, which relaxes them and helps with their language skills. Children with special educational needs (SEND) have strong bonds with their one-to-one key person. As a result, they are happy to have another go at feeding themselves, when sensitively encouraged.

Parents confirm how well the staff work in partnership with them. They comment that they receive extensive daily written and verbal feedback. Parents state that their children now wash their hands independently at home and those new to the setting have already built good friendships. Parents of children with SEND report that the setting works well with outside agencies and that staff now use the sign language they use at home. Some children no longer require the additional support they were having because of their good progress.

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

- The managers are strong role models, so the quality of teaching is consistently good. For example, they demonstrate how to help children make links across their learning, following their interests from outside to inside. Children recall how they made dry sand wet in the garden, then choose resources to solve the problem of transporting water indoors. Staff provide good support for children to make predictions and test their ideas.
- Staff plan the environment and activities effectively. There is a good focus on embedding children's prime areas of development, sequencing their learning through the good use of staff's observations and assessments. However, not all staff are aware of some children's next stages of development, to support them more effectively when their key person is absent.
- Children have excellent attitudes to learning. They are extremely willing to have a go at new skills and persevere when they find something difficult. Staff skilfully provide just enough support for children to succeed, until they can manage independently. For example, young children use trial and error to dress a doll.
- Staff encourage children's language and communication skills effectively. They recast young children's words and engage older children in discussions. Children use good descriptive words, saying, 'This ball is spiky, like a hedgehog.' They enjoy stories and songs, eagerly joining in. Staff speak clearly and give children

enough time to think and respond.

- Following their last inspection, older children now develop greater independence during routines, such as snack time. For example, they self-register when they choose to have their snack. They wash their hands and get the equipment they need. Staff use this well as a learning opportunity, such as encouraging counting, extending language skills and developing physical and social skills.
- Children behave extremely well. The managers' intent for staff is to focus on helping children to make good choices and this is implemented consistently and successfully. For example, when young children want to climb on tables, staff are clear this is not a good choice and explain why it is not safe. Toddlers are then praised for making good choices, reinforcing the adults' expectations.
- Staff confirm that they receive good support and supervision from their managers. Managers observe staff practice and give feedback for their professional development. Staff regularly evaluate their own practice and the provision, to identify actions for continuous improvements. Several staff are currently working towards gaining higher childcare qualifications to develop their knowledge and skills even further, with support from managers.
- All children have daily exercise and opportunities to play and learn outside. For example, they inquisitively use magnifying glasses to look closely at nature. Staff help them to notice patterns on snail shells and find the snail's eyes. However, staff are not always consistent in helping young children to notice cause and effect, such as the sun drying up their water pictures or why a balloon blew away.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding children. They all attend training, including on wider aspects, such as the 'Prevent' duty. These are discussed at team meetings to embed their knowledge. Staff are clear about their responsibilities if they should have concerns about a colleague, and about the role of the local authority designated officer. There are good procedures for recruiting suitable staff, such as seeking original references. The premises are secure, and staff carry out good risk assessments. They teach children safe practices to enable them to manage appropriate challenges, such as road safety, using climbing and balancing equipment and using tools.

What does the setting need to do to improve?

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

- ensure that all staff know how to support children's next stages of development in the absence of their key person, to help them make even greater progress
- focus staff development on helping young children to gain an awareness of how

one thing can cause an effect on another to extend their understanding of the world further.

Setting details

Unique reference number	142809
Local authority	Somerset
Inspection number	10280234
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	38
Name of registered person	Playaways Neighbourhood Nursery Limited
Registered person unique reference number	RP909662
Telephone number	01458 830838
Date of previous inspection	15 August 2017

Information about this early years setting

Playaways registered in 2003. It operates from rooms in the United Reform Church, situated in Glastonbury, Somerset. The privately owned nursery opens Monday to Friday, from 8am until 6pm, for 50 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. There are 11 members of staff. Of these, nine hold appropriate early years qualifications between levels 2 and 6.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine 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 managers led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector talked to the staff, parents and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation of children's play indoors and discussed the quality of teaching and learning.
- The inspector observed the quality of education in all areas and assessed the impact this was having on children's learning.
- The managers and inspector held a leadership and management meeting and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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