

# Inspection of Play Station Nursery @ Filton Ltd

Conygre Road, Filton, Bristol BS34 7DF

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Inspection date: 16 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children arrive eager and keen to play. Leaders and staff take time to welcome children and their families. Staff know that some children like to settle with a story as their parents leave, whereas others are keen to find their friends.

The nursery environment is inviting. Staff set out resources, and children can make their own choices about what they would like to play with. Children make friendships and understand how they can work together during their play. They help each other move stones as they search together for spiders in the garden. Older children negotiate space and use coordination as they roll the large tyres to each other using the hill in the garden to create speed.

Leaders and staff have been developing their curriculum by focusing on the different areas of learning. They use their knowledge of children's development and focus on what children need to learn next. Staff consider children's past experiences and aim to offer children a wide range of experiences. They use additional funding well so that all children have the same opportunities. For instance, children go on outings to parks, and they get to go swimming. Staff support children to learn to follow the rules and boundaries in place. They refer to the picture rules, which are on display, to help children remember what is expected of them at nursery. Children confidently use sand timers as they learn to share resources with their peers.

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

- Since the last inspection, leaders and staff have worked very hard to raise the quality of the service they provide. They have been using the support of other professionals to help them develop their practices and procedures. Leaders visited other settings to help them reflect on their practice. They have been supporting staff through training. As a team, they have used the previous actions to target their development effectively.
- Leaders and staff take time to speak with parents and to get to know them and their families. They offer support through their partnerships with the children's centre to offer help if parents need it. Parents have access to a swap shop, where they can choose items of different-sized clothing for their children, and they have use of a food bank. Parents say that they are happy with the care that their children receive. They report that staff are friendly and caring towards their children. Partnerships with parents are strong. However, leaders do not ensure that these partnerships are used to give parents more specific information about their children's individual learning needs so that they can support their children's learning at home.
- Staff support children to develop good communication and language skills. For

example, staff speak to children, asking open questions, and they allow children time to think and respond appropriately. Children who need extra help to communicate begin to use simple words, and they develop an interest in stories and singing. Children who are learning to speak English as an additional language are confident and often initiate singing the familiar songs that staff teach them. Staff recognise that this is how children learn to develop their language.

- Staff know the children well. They monitor and assess children's progress to help them target children's learning effectively. They use the information they gather to help them to recognise where children may need more focus and support, and they access this from relevant professionals. However, group activities require better organisation to ensure that all children can participate and learn from the experiences that staff provide.
- Staff use creative ways to encourage children to prepare for key events. For example, they display photos and information about the schools that children are going to be attending. Children and staff use the photos to talk about which schools they are going to and which of their friends will be going to school with them. This supports children to feel secure about the forthcoming transition to school.
- Staff talk to children about their behaviour and how it makes their peers feel if they take toys from them. Overall, children are kind and behave well. However, some children need more support with managing their feelings and emotions, particularly when they get frustrated. Some children scream and shout instead of telling staff why they are cross or upset.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to keep children safe from harm. They understand their responsibilities to monitor and report any concerns they have about children's welfare. Safeguarding policies and procedures are kept up to date, and staff attend regular safeguarding training. Staff ensure that the environment is safe for children to play, and they carry out daily checks and update their risk assessments regularly. Leaders follow secure recruitment procedures to check and monitor the suitability of all staff who work with children.

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

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

- provide parents with more specific information about what their children are learning and ways in which they can support their child's learning at home, to help children make even better progress
- develop the way in which group activities are planned to ensure that all children

- are fully engaged and benefit from the learning opportunities provided
- provide more targeted support to help children learn to manage their feelings and emotions appropriately.

## Setting details

<b>Unique reference number</b>	EY467424
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10278053
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Play Station Nursery Limited
<b>Registered person unique reference number</b>	RP903410
<b>Telephone number</b>	01454610101
<b>Date of previous inspection</b>	12 January 2023

## 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 seven members of staff to work directly with children. Of these, four hold suitable early years qualifications at level 3, and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of an activity.
- 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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