

Inspection of Playpals Childcare Centre

Playpals Childcare Centre, 18 Hermitage Road, SOLIHULL, West Midlands B91 2LJ

Inspection date: 27 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The staff are kind, welcoming and attentive, which supports children to arrive happy and eager to learn. The manager has devised a broad, ambitious curriculum that covers all areas of learning, and it is based on the learning needs and current interests of the children who attend. Staff plan exciting activities based on children's interests and what they need to learn next. Children with special educational needs and/or disabilities (SEND) receive swift targeted support. All children settle well, flourish and make good progress from their starting points.

Staff plan a wide range of experiences and opportunities to support children's continual learning. For example, babies are curious and enjoy developing their physical skills as they crawl, reach, roll and grab interesting materials, instruments and toys. Younger children benefit from regular group times and singing sessions. This supports their communication, social and listening skills. Older children learn about minibeads. They develop their understanding of the world as they reflect on previous learning about life cycles and the process of changes from a caterpillar to a butterfly. Children talk about the whole process and further build on this learning as they learn about symmetry by looking at pictures of butterflies and discovering that the patterns on their wings are the same on both sides. This supports children to develop their understanding of new words and extend their vocabulary.

Staff are good role models. They praise positive behaviour, are kind and support children to express their feelings and make choices effectively. As a result, children develop high levels of self-esteem, are respectful and behave well.

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

- All children wash their hands before mealtimes. Babies are given their own beakers to drink out of and spoons to practise feeding themselves. However, some of the older children are still drinking out of beakers instead of being encouraged and supported to drink out of open cups. Older children are provided with forks and knives to eat with. However, some staff do not encourage and support older children to attempt to use their cutlery to cut up their own food and feed themselves. This means that not all children's independence skills are consistently supported.
- Leaders and managers have designed a curriculum with a strong focus on communication and language. Staff adapt the way they communicate with children across all groups, ages and stages of development to ensure that all children make good progress. For example, staff will ask older children open-ended questions and engage them in discussions throughout the day.
- Staff plan a broad range of topics and provide children with activities to deepen their understanding and knowledge. They provide children with many

opportunities to make marks using a wide range of tools, and children start to form letters and draw pictures. This provides accessible opportunities for all children to develop their early writing skills in preparation for starting school.

- Staff are passionate about their role in caring for children. They know all of the children well and have secure bonds with them. For example, they want all children to be confident to use their voices and be heard. They do this by listening intently, ensuring that all children are able to make their own choices, and being attentive to their needs. This supports children's emotional well-being and confidence and ensures that all children feel valued.
- Leaders and managers continuously evaluate the setting. They are able to highlight strengths and identify areas that they want to and need to develop. Staff talk positively about the support they receive from managers. The manager ensures that staff well-being is a priority and that their workload is manageable.
- Parents speak highly of the staff and the setting. They report that their children look forward to attending and have made good progress, and parents are very happy with the written and verbal feedback they receive. Parents work collaboratively with staff to celebrate important family festivals and send family photos in so all children can look at, celebrate and learn about each other's home lives and families. This supports children to learn about their community and increase their knowledge of different people, cultures and lives in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the nursery are committed to safeguarding children. They have a secure understanding of the signs and symptoms that could indicate that a child may be at risk of harm. They are also aware of the local procedures they must follow to report any child protection concerns. Managers follow safer recruitment procedures to ensure all staff's suitability. If an allegation is made against any member of staff or the manager, staff know the procedure they must follow to report concerns. Staff risk assess the premises continuously, indoors and outdoors, to help ensure that children can play and explore in a safe environment.

What does the setting need to do to improve?

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

- enhance support for staff to ensure that their teaching is consistently good, particularly in promoting children's developing independence skills.

Setting details

Unique reference number	EY384875
Local authority	Solihull
Inspection number	10288847
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	34
Name of registered person	Townend, Lynne Catherine
Registered person unique reference number	RP906770
Telephone number	01217030618
Date of previous inspection	2 November 2017

Information about this early years setting

Playpals Childcare Centre registered in 2008. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am to 6pm. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kiri Gill

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 setting manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection. The inspector talked to staff at appropriate times during the inspection and took account of their views. Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual, setting manager and curriculum lead about the leadership and management of the setting.
- The special educational needs coordinator 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.

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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