

Inspection of Playmates Childrens Day Nursery

90 Knox Road, WELLINGBOROUGH, Northamptonshire NN8 1HY

Inspection date: 13 July 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

Children arrive at the nursery ready to learn. They happily leave their parents and carers at the gate and quickly settle, with the support of the warm and professional staff. When children need reassurance, staff are vigilant and respond quickly. They offer reassurance through cuddles and smiles, and children respond with affection. All children, including those with special educational needs and/or disabilities (SEND), and their families, are very well supported. Children form strong attachments with their key person as well as other staff in the setting. This helps them to feel safe and secure in their environment.

Staff know the children extremely well. They use their knowledge to plan activities that ignite children's interests. For example, when children show an interest in people who help us, staff arrange a visit to the local fire station where children's learning can be extended. These experiences help children learn about the wider world. Children are familiar with the rules and routines of the nursery and explain to visitors that it is time to line up ready for lunch. As a result, children know what is expected of them and behaviour is good throughout the nursery .

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

- Leaders create a well-sequenced curriculum that is rich in cultural capital. They offer a wide variety of experiences that build on children's interests and fill gaps in their knowledge. Leaders have an accurate understanding of the strengths in staff practice and provide training, where needed, to enhance the quality of teaching further. They give staff's well-being high priority. Staff report that they feel valued, and morale is high.
- Staff help children to become good communicators. They spend quality time with children and have interesting conversations with them during the day. However, at times, staff allow more confident children to dominate conversations. This means that, on occasions, quieter or less-confident children have fewer opportunities to engage with staff. Staff introduce children to new vocabulary at every opportunity. This helps to build on children's growing language development. Staff encourage children to use descriptive words as they explore different textures in the space cafe. Children describe the shaving foam as 'slimy' and the noodles as 'spikey'. As children learn about space, they are taught the correct names of planets. Children use these newly learned words during their independent play as they explore the space-themed areas.
- Staff provide opportunities to develop children's fine and gross motor skills. This helps them to practise the skills they need for early writing. Younger children use their hands and different-sized tools to make marks in the paint. Older children practise using tweezers to pick up coloured minibeads. Staff model how to position their hands and fingers to enable them to hold the tweezers better.

- Children have ample opportunities to be physically active and they enjoy being outside. They delight as they play 'What's the time, Mr Wolf?' in the garden. Staff help to build on children's early mathematical knowledge by counting the steps they take as they approach the 'wolf'.
- Parents speak highly of staff and are happy with the care and education their children receive. They comment that their children love coming to nursery and make good progress in their development. Parents describe the nursery as a home-from-home environment where they feel their child's individual needs and interests are carefully considered and nurtured. Staff regularly share information about children's progress. However, not all parents know what staff are currently focusing on with their child's development so their learning can continue at home.
- Partnership working and support for children with SEND are excellent. The SEND coordinator is extremely knowledgeable and quickly recognises when children require additional support. She works closely with staff and the management team to arrange early intervention and uses advice given from external agencies to support children's needs effectively. Managers make effective use of additional funding children may receive, such as early years pupil premium.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training about child protection and wider safeguarding issues. Staff have a secure knowledge of their role in keeping children safe from harm. They know the possible indicators of child abuse and what to do should they have any concerns about a child's welfare. Children develop a good understanding of their own safety and that of others. For example, staff gently remind them of the reasons why they must sit properly on a chair. Leaders implement robust recruitment processes that help ensure the suitability of adults working with children. They make regular checks to assure staff's ongoing suitability. Managers ensure ratios are always met and staff are deployed well so that children are well supervised and kept safe.

What does the setting need to do to improve?

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

- strengthen staff practice to ensure that all children consistently receive high-quality interactions at all times
- build on the good partnerships with parents to ensure that all parents are aware of their children's current learning needs and how they can fully support their children's learning at home.

Setting details

Unique reference number	EY470086
Local authority	North Northamptonshire
Inspection number	10295501
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	1 to 4
Total number of places	35
Number of children on roll	52
Name of registered person	Kosmic Limited
Registered person unique reference number	RP533122
Telephone number	01933442121
Date of previous inspection	7 December 2017

Information about this early years setting

Playmates Childrens Day Nursery registered in 2013. The nursery is open Monday to Friday from 7.45am to 5.45pm, all year round, except for bank holidays and three days between Christmas and New Year. The nursery employs 10 childcare staff. Of these, nine hold appropriate early years qualifications at levels 2 to 5. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector completed a learning walk together and discussed the early years provision, including the aims and rationale for their curriculum.
- The inspector talked to staff and children 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 inspector and the manager carried out a joint observation of a group activity.

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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