

Inspection of Southway Playcare

Southway Community Centre, Hendwell Close, Southway, PLYMOUTH PL6 6TB

Inspection date:

28 September 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happy and excited to play. They hang their coats and bags up and immediately go to their chosen activity. Staff ensure that children can engage in their play as soon as they arrive by setting up activities that children will enjoy. Children ride around on scooters in a large hall. Other children play 'schools' with their friends. They practise their cutting skills and make marks on a blackboard. Some children choose to be imaginative with small-world equipment and get out castles with figures. Children access the environment confidently and they are highly engaged.

Staff support younger children effectively. They play alongside them and are attentive to their needs. For example, younger children ask to play a board game. Staff teach them the rules of a new game and check their understanding as they play together. Staff use language such as 'diagonally', which furthers the children's vocabulary. Children listen intently and take turns during the game. For example, they say to each other, 'Your turn now.'

Parents comment that their children enjoy their time in the setting. They state their children make good friends and look forward to coming each week. Children tell their parents how much they enjoy the trips out in the holidays. Staff seek parental feedback, both verbally and in writing. Parents value this opportunity.

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

- Staff form close relationships with children, and they know them well. Staff collect children from local primary schools and walk back to the setting. Children chat with each other and staff about their day. They know the route and rules for keeping safe. For example, children know to stand behind the barriers, wait for everyone to catch up, and cross the road together.
- Children like to be active and outside and use the outdoor space daily. They develop their overall body strength effectively. For example, they play bat and ball with a range of different racquets. Some children practise their throwing and catching skills. Children jump in and out of hoops and play with skipping ropes.
- Children have free choice of what they want to do or play with. Staff value the children's voices and opinions and they plan activities based on the children's interests. For example, older children like to re-enact experiences from the school day. Staff make sure resources are available for them to pretend to be teachers.
- Children get comfortable on a large sofa if they feel tired or want to rest. They always have access to water when they want a drink. Staff ensure each child's well-being is high. For example, when children want to read and have some

quiet time, they can go to the sofa area.

- Children learn independence skills. They follow instructions from staff when it is time for a snack. They go to the bathroom and wash their hands. Children line up to collect their snacks and go to sit at a table with their friends. Other children hand out additional snacks. Children are polite and show good manners. For example, they say please and thank you to their friends. Children take their used bowls and cups to the designated place afterwards.
- Children play cooperatively with each other. Older children are kind to younger ones. They make paper aeroplanes. Children launch them from one end of the hall to the other. They see how far they can make them go and discuss how they can make it go higher. This helps children learn about distance.
- All staff have training on special educational needs and/or disabilities (SEND). Some staff have specialist training to accommodate children with limited mobility. Children with SEND access the environment and participate in all activities. Staff work closely with other professionals and meet their needs effectively.
- Leaders ensure staff keep up to date with all policies and procedures. They hold regular staff meetings to refresh their knowledge and understanding. Leaders organise a team training day each year. Staff feel this improves their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete safeguarding training and know the signs and symptoms of possible abuse or neglect. They are alert to changes in children's behaviour and know who to report safeguarding concerns to. Staff know what to do in the event of an allegation being made against an adult working in the setting. Risk assessments are used effectively. Staff risk assess all trips outside of the setting. They review any new equipment to make sure it is safe. They are responsive to anything that changes in the physical environment and put additional measures in place. For example, they add a lock on a gate when needed.

Setting details

Unique reference number	EY472155
Local authority	Plymouth
Inspection number	10310828
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	45
Number of children on roll	200
Name of registered person	Southway Playcare CIO
Registered person unique reference number	RP907547
Telephone number	01752703581
Date of previous inspection	25 April 2019

Information about this early years setting

Southway Playcare registered in 2014 when it became a charitable incorporated organisation. It operates from the Southway Centre in the Southway area of Plymouth. The scheme is open from 3pm to 6pm, Monday to Friday, during term times and from 8am to 6pm during school holidays. It is closed for two weeks over the Christmas period and on bank holidays. The setting employs 14 staff, 11 of whom hold childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Jemma Honey

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector 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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