

# Inspection of Play Days Academy

Manor Court, The Ford, Glen Parva, Leicester, Leicestershire LE2 9TL

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Inspection date:

21 November 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Staff provide a welcoming environment for children and families. Children happily enter the nursery and show delight as they are warmly greeted by their key person. Staff are skilled in developing strong attachments with children and provide experiences to give them a sense of belonging. For example, children feel settled and reassured as they see family photos displayed around the nursery. Staff take photos to capture special events and activities in each room and display these in photo albums. Children show excitement as they look through the photos and talk about the things they have done at nursery with their friends. Staff show interest and ask questions to support children's language skills. Staff encourage children to be independent. Babies quickly learn to hold beakers and use spoons to feed themselves. Older children put on coats and hats before playing outside.

The management team have a clear vision for the curriculum and what they want children to learn as they progress through the nursery. That said, not all children in pre-school receive the support they need to help them achieve the best outcomes. At times, the organisation of some activities in this room is not effective in promoting positive behaviour and enabling all children to actively engage in their learning.

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

- The management team have systems in place to monitor and evaluate the nursery. Targeted support in the toddler room has had a positive impact on supporting children's engagement during activities and helping them to make good progress in their communication and language development. However, attention has been less focussed in pre-school. Managers have not carefully considered how best to support staff in meeting the needs of all children, including children with special educational needs and/or disabilities (SEND).
- Parents speak positively about the nursery and recognise the strong relationships children form with staff. They feel staff value their suggestions and go 'above and beyond' to help children to settle when they first start. Parents comment that staff guide them to support children's learning at home.
- Overall, staff are vigilant in promoting good hygiene routines with children. They support children to wipe their noses and remind them to put used tissues in the bin to prevent the spread of germs. Children enthusiastically wash their hands after messy play and after using the toilet. However, staff do not consistently remind children to wash their hands before eating.
- Staff carry out regular observations to monitor children's learning and progress. They quickly identify if there are any developmental delays and work closely with parents to put clear support plans in place. This helps staff to understand what children's individual needs are and make appropriate referrals to initiate the

support of other professionals when required.

- Staff plan regular opportunities for children to go outside and engage in physical activities. Children enjoy the freedom to run, jump and climb. This helps to develop their large-muscle skills. Staff in pre-school do not consider how best to organise outdoor learning to ensure children are motivated and engaged and gain the most from the learning opportunities provided. This means that children quickly lose interest and wander around. Without clear direction or careful management, the behaviour of some children deteriorates, which impacts the learning and enjoyment of others.
- Children enjoy being creative and playing with malleable materials. For example, children in the toddler room have immense fun making their own play dough. They listen carefully and follow instructions from staff, learning how to use their hands and fists to knead the dough. They develop their social skills as they share resources and confidently express their needs, saying, 'I need some' when they are offered food colouring.
- Staff are caring and attentive to children's needs in the baby room. They provide activities that they know will excite and draw children in. When babies show an interest in books, staff sit with them and turn the pages. Staff respond well to babies' attempts to communicate, repeating sounds and keywords for them to listen to and copy.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appropriate measures in place to ensure children's safety. When children have accidents at the nursery, staff administer first aid treatment. Records are maintained and shared with parents to inform them of the incident. This supports children's well-being and health. Staff undertake relevant safeguarding and child protection training. In addition, managers reinforce staff's knowledge and understanding to ensure they are able to follow and implement required procedures in the event they have any concerns that a child is at risk of abuse. Staff undertake daily checks to ensure play areas and equipment are well-maintained so children are able to play safely.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure staffing arrangements and the organisation of the pre-school room are effective and support staff to meet the needs of all children	31/01/2024

ensure hygiene routines are consistently implemented, with regard to hand washing before eating	31/01/2024
ensure behaviour management strategies in pre-school are consistently implemented and support children to understand boundaries and expectations	31/01/2024
ensure the outdoor experiences for older children engage them and help them to make good progress in their learning and development.	31/01/2024

## Setting details

<b>Unique reference number</b>	EY537182
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10318254
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Playdays Academy Ltd
<b>Registered person unique reference number</b>	RP537181
<b>Telephone number</b>	07701062043
<b>Date of previous inspection</b>	19 April 2018

## Information about this early years setting

Play Days Academy registered in 2016 and is located in Glen Parva, Leicester. The nursery is open Monday to Friday, from 7.15am until 6pm, all year around, except for a week at Christmas. It employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. One member of staff holds a qualification at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Scheel

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together.
- The inspector spoke with the manager to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation of two group activities with the provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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