

Inspection of Play Works

49 Park Road North, Urmston, MANCHESTER M41 5AT

Inspection date:

21 February 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The oversight of the provision has improved since the last inspection. The new leader ensures that staff access the mandatory training they require for their roles. Children are kept safe and well. The leader and staff have children's best interests at heart. They focus on helping each child to develop the skills and knowledge that they will need for 21st century life. Staff are very happy and are committed to their jobs. This helps to create a settled, relaxed and calm environment for children.

The curriculum is well thought out to promote secure development across the different areas of learning. Staff find out about each child's starting points and use their knowledge to plan suitably challenging activities and experiences for each child. As such, all children including those who have special educational needs and/or disabilities make steady progress.

Staff plan the daily routines to support children to make choices about their learning. Children are very positive about their play and learning. They demonstrate high levels of involvement in both their self-chosen play and adult directed activities. Staff create a positive emotional environment through their kind and caring interactions. This helps children to develop well emotionally and manage their behaviour appropriately. Children behave well and learn how to become social.

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

- The new leader has quickly evaluated the quality of the provision to help her identify what needs to improve. She has promptly addressed the weaknesses that were identified at the last inspection. This means that children now receive a consistently good quality of education and care. The leader recognises she has more work to do to ensure that all staff receive continuous professional development that helps them to improve their personal performance and raise outcomes for children further.
- Staff carefully assess children's progress and share their findings with parents and carers. The special educational needs co-ordinator supports staff to identify signs that may mean a child requires additional support. Staff work with other agencies to help children receive the early intervention they need to help them make good progress.
- Staff support children to gain good communication and language skills. Staff provide children with back-and-forth interactions that help children to learn how language works. Staff introduce children to fun rhymes, songs and books that promote children's understanding, and use of new vocabulary. Staff carefully monitor children's language development and if concerns are identified they provide extra help and support. Children, including those who speak English as

an additional language, become confident communicators.

- Staff understand and promote physical development. Children are supported to develop both their fine and gross motor control. Staff provide a range of experiences, such as messy play to promote small muscle development in readiness for later writing activities. Children gladly join in with group activity sessions that help them to move their bodies in different ways. For example, they master stretching, marching and skipping. Children are physically active in their play. This supports their good overall development.
- Staff prioritise social and emotional development as part of the programme to prepare children for school. Children feel safe and secure because staff provide a predictable routine. Children quickly develop the confidence to play alongside others. Staff model to children how to share and take turns. This supports children to learn how to accept the needs of others and regulate their own feelings. Staff gently reinforce polite and social behaviours. Children develop well emotionally and personally.
- The development of healthy lifestyles is fostered by staff. Staff help children to learn about healthy habits for their futures. For example, children are provided with a healthy snack and drink. They learn to try new tastes and textures. Staff model to children how to manage their personal hygiene, such as blowing their nose in to a tissue and washing their hands. Furthermore, staff teach children how to brush their teeth and gums to maintain good oral health. Children develop the personal skills they require to lead healthy and happy lives.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop performance management systems to ensure practitioners receive effective professional development to help them improve their own personal performance.

Setting details

Unique reference number	EY467347
Local authority	Trafford
Inspection number	10286808
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 11
Total number of places	32
Number of children on roll	69
Name of registered person	Play Works (M/cr) Limited
Registered person unique reference number	RP532940
Telephone number	01617489400
Date of previous inspection	17 March 2023

Information about this early years setting

Play Works registered in 2013 and located in Urmston, Manchester. The setting employs five members of staff. Of these, two hold an appropriate early years qualification at level 6 and three hold level 2 or above. The setting operates all year round, apart from one week at Christmas and on bank holidays. Sessions run from 7.30am until before school, and after school from 3pm until 6pm for primary school children. The setting provides early education from 9am to 12pm for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the leader and has taken that into account in their evaluation of the nursery.
- The leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and 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 spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a mathematics activity with the deputy leader.
- The inspector spoke to several parents during the inspection and took account of their views.
- The leader 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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