

Inspection of Playroom Day Nursery

Playroom Day Nursery, Unit 6A, Sneckyeat Road Industrial Estate, Whitehaven,
Cumbria CA28 8PF

Inspection date: 19 March 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 manager has successfully led the staff team through a period of robust and well-informed self-evaluation. This has led to a number of significant improvements to nursery practice, which has impacted positively on the outcomes for children. There has been a strong focus on professional development for the whole team. As a result, staff are now equipped with key knowledge and skills that promote children's good progress. Staff are wonderful play companions. They join in with children's play and skilfully steer their learning in different directions. These quality interactions from staff help to build children's motivation to learn. For example, after a short drink break, children eagerly dash back to the water tray to continue their play and learning with staff.

Staff plan an ambitious and well-sequenced curriculum for all children, including those with special educational needs and/or disabilities (SEND). As a result, children benefit from learning and practising new skills, in readiness for the next stage of their learning. For example, babies learn to manoeuvre over soft-play blocks, which promotes good core strength. Toddlers use these core muscles to balance on the see-saw, which gives them the confidence to push off the ground with support from staff. Pre-school children are proficient climbers. They independently scale the climbing net, use their arms to keep steady, and pull themselves up to the top.

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

- The manager has seized every opportunity for support and improvement since the last inspection. A programme of professional development has been welcomed by the staff team. Networking opportunities and excellent reflection of practice means that the quality of provision is now good. The manager and staff team continue to reflect on practice to help to maintain the progress made.
- The manager has fostered a commitment to the success of the nursery within the staff team. There is an open culture of reviewing the quality of education across the team. This means that choices for children's learning are frequently subject to scrutiny and evaluation.
- The curriculum is well understood and implemented by staff. This means that activities, experiences, and interactions from staff are well matched to the needs of the children. The curriculum delivery contributes well to the wider intentions of the manager.
- Staff promote children's communication skills well. Following recent and ongoing training, staff are skilled in using a range of strategies to promote children's vocabulary and conversation and thinking skills. Children are confident communicators and are able to express themselves well.
- Children behave very well and display excellent social skills. Staff offer specific

praise that helps children to clearly understand the expectations for their behaviour. Children willingly share and keenly tell the inspector that they cannot use the resources that their friends are playing with. These skills are important as children learn to follow positive social behaviours.

- The key-person system is organised to ensure that all staff fully understand the needs of all children. In turn, children develop secure bonds with all staff, which promote their well-being and confidence. Children are independent and have high levels of self-assurance.
- The curriculum for building children's understanding and appreciation of diversity is, overall, effective. Children explore the cultures of their peers through different religious celebrations, which help to promote respect for different people. However, children are not exposed to a range of opportunities to explore diversity in their everyday play, in order to help them experience, learn about, and develop a respect for people, families, and communities beyond their own.
- Children with SEND are supported well. Staff work well with parents and involved professionals to understand and meet children's needs. Staff ensure that strategies are used in line with the advice and guidance provided so that children receive a consistent approach to their care and learning.
- Effective settling-in procedures mean that children benefit from staff who know them very well. Staff are attentive to babies' needs and are alert to their non-verbal cues to express their wants and needs. These effective care practices greatly promote children's smooth transitions into nursery.

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:

- strengthen the curriculum for building on children's awareness of diversity to help children to experience, learn about, and develop a respect for people, families, and communities beyond their own.

Setting details

Unique reference number	EY437625
Local authority	Cumberland
Inspection number	10287322
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	38
Number of children on roll	34
Name of registered person	Charlotte Wood and Margaret Wood Partnership
Registered person unique reference number	RP904152
Telephone number	01946591119
Date of previous inspection	27 March 2023

Information about this early years setting

Playroom Day Nursery registered in 2011 and is situated in Whitehaven, Cumbria. The nursery employs six members of childcare staff, four of whom hold appropriate qualifications from level 2 to level 5. The nursery opens Monday to Friday from 7am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Sparrow

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 manager 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, who is also the manager, about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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