

Inspection of Parr's Playhouse Childcare Limited

Outwoods Street, Burton On Trent, Staffordshire DE14 2PJ

Inspection date: 20 March 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

There have been significant improvements since the last inspection. The new manager has quickly identified where improvements are needed and is taking action to address these. She has devised a clear curriculum for what she wants children to learn, which staff are beginning to implement across the nursery.

Children generally behave well and make friends with their peers. Staff support children to show kindness to each other and praise them for doing so. They encourage children to have a go at new skills and support them to persevere when they find some tasks difficult. They provide opportunities for them to serve themselves at mealtimes and manage their own personal care needs, such as handwashing and toileting.

Children learn to communicate well through a range of activities. Staff offer opportunities for children to recognise colours and develop their knowledge of letter sounds through songs and actions. They ensure that all children, including children who speak English as an additional language, are fully included in the provision. They display familiar words in the environment and have made adaptations to menus so that all parents know what food is provided for children. Staff show genuine care for children and get to know them well. They provide comfort when they are upset and adapt routines to meet their individual needs. Children show that they feel happy and safe.

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

- The new manager has introduced a new curriculum, which she clearly explains. There is a focus on prioritising children's communication development and promoting their independence, ready for their eventual move to school. However, staff do not yet fully implement the curriculum across the nursery. There are times when staff struggle to initiate activities that extend children's learning further. As a result, children do not make as much progress as they could.
- Children make progress in their communication development. This area of development is more closely assessed by staff, and initiatives have been introduced to extend this progress at home. For example, children take home a soft toy that accompanies them on their experiences over the weekend with their family. They record what they have done, and staff then discuss this with children the following week in nursery.
- Children follow routines well and listen to instructions from staff. They show care towards their friends and are reminded to use their manners at mealtimes. However, behaviour expectations are not implemented consistently across the nursery for all children. For example, children are not given explanations of why

behaviour rules are in place, and staff do not ensure that rules are always followed. This does not fully support children to understand what is expected of them.

- Children with special educational needs and/or disabilities (SEND) are well supported. Staff identify gaps in children's development and act swiftly to put plans in place for them. They work with parents and other professionals to coordinate support. This helps all children to make progress.
- The new manager has strengthened relationships with parents. She has added a new communication app for sharing information and has provided parents with links to different learning ideas they can implement at home with their children. Parents comment that they have seen some real differences in the progress their children have made since the arrival of the new manager. Parents of children with SEND mention the swift action that has been taken to access further support their children require.
- The new manager has a good oversight of the nursery. She has identified where further improvement is needed to enhance learning for children. She has begun to act on this and is making progress towards implementing these changes. She understands the impact of the changes on existing staff and has ensured their well-being has been prioritised during the transition period.
- The manager is committed to improving staff knowledge and skills. She closely monitors staff performance and accurately identifies where they need further support. She has adapted how staff receive training, so the impact of this can be reviewed more precisely. Staff feel supported by the new manager and comment on the positive changes they have witnessed since she has been in her role.

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:

- support staff to fully implement all aspects of the curriculum so that children make even better progress in their learning
- consistently embed behaviour expectations so that children fully understand rules.

Setting details

Unique reference number	EY491691
Local authority	Staffordshire
Inspection number	10318462
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	1 to 4
Total number of places	36
Number of children on roll	24
Name of registered person	Parr's Playhouse Childcare Limited
Registered person unique reference number	RP908961
Telephone number	01283 509110
Date of previous inspection	11 October 2023

Information about this early years setting

Parr's Playhouse Childcare Limited registered in 2015. It is situated in Burton-on-Trent. There are five members of staff working with the children. One member of staff has a qualification at level 6, one has a qualification at level 5, two have a qualification at level 3 and one has a qualification at level 2. The provision operates all year round, from 7am until 6pm, Monday to Friday, except for bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 carried out a joint observation of a group activity with the manager.
- 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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