

# Inspection of Playtots

Northwood Community Centre, Gilescroft Avenue, Liverpool L33 9TW

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Inspection date: 26 November 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children are greeted at the door by the friendly staff. They immediately rush in to explore the activities on offer. Staff offer a range of experiences, which they carefully plan to meet children's needs and interests. As such, children are quickly engaged in their play and learning opportunities. Staff provide a narrative to children's play. They model a two-way flow of conversation and introduce new vocabulary. When reading stories, staff talk about living on Earth and discuss what the word 'earth' means in the story.

Staff engage children in circle-time activities, where they discuss what children's favourite things are. Children take turns around the circle to share their favourite things, with staff repeating back what they have said. This encourages children's developing communication and language skills and supports their sentence structure and pronunciation.

Staff have high expectations for children's behaviour. They instil routines and boundaries to support children to know what to expect. Children soon learn the routine of the day and take cues as to what is happening next, such as songs to signify tidy-up time. Staff model manners and politeness when speaking to children and each other, which promotes a culture of respect in the setting.

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

- The provider implements an ambitious and sequenced curriculum, which builds on children's interests and next steps in learning. They complete regular observations and assessments of children to enable them to plan suitable opportunities to enhance their skills and knowledge. As such, all children make good progress.
- Staff have a good knowledge of the demographics of the area. There is a strong focus on building community links and signposting families to local services to support their individual needs. This helps to support children's holistic development.
- Staff celebrate events with children. They introduce celebrations from other countries, such as Lunar New Year, and use events, such as Bonfire Night, to talk about safety. Staff use books and props in children's play to inspire their curiosity. This leads to children wanting to find out more and helps them to learn more about the wider world and their place in it.
- Staff work closely with parents. They ask parents what they would like help with for their children's learning at home and provide home learning activity packs to help with this. Staff also share reviews each term of children's learning with parents. This helps to encourage a coordinated approach to children's development.

- Staff encourage children to sit for group activities, such as story and song time. However, they do not ensure that they sustain children's interest, such as making these sessions interactive. As a result, not all children benefit from the learning that takes place during these sessions.
- Interactions between staff and children are positive and supportive. Staff ask children lots of questions to develop children's learning. However, they do not consistently give children opportunities or time to consider their responses before answering for them. This prevents children from thinking more deeply about their ideas and articulating their own opinions.
- Children practise skills, such as self-serving their snack and washing their own dishes. They help to set up for dinner by setting out the packed lunches for their friends. This helps children to learn valuable independence skills.
- Staff know children well and have a good understanding of their needs. They make referrals for additional support for children. Staff put play plans in place to reflect the targets set by both the setting and the other professionals involved. This early identification and implementation of additional strategies help all children to make progress in their learning.
- The provider supports staff to reflect on their practice. Supervision, appraisal and staff observations take place regularly and link to training. This helps to support staff to continuously improve their practice and improve outcomes for children.

## **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:**

- refine group activities, such as story time and singing, to maintain all children's interest and engagement
- strengthen the use of effective questioning to ensure that staff consistently provide opportunities to develop children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY541455
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10363837
<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>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Playtots Limited
<b>Registered person unique reference number</b>	RP537217
<b>Telephone number</b>	01514769262
<b>Date of previous inspection</b>	10 January 2019

## Information about this early years setting

Playtots registered in 2016 and is located in Liverpool. It employs four staff. Of these, three staff hold appropriate early years qualifications at level 3, and one member of staff holds an early years qualification at level 2. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The setting provides government funded childcare.

## Information about this inspection

### Inspector

Michelle Highcock

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several 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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