

Playtime Nursery - Shepperton



St Charles Ltd; Miles House, Govett Avenue, SHEPPERTON, Middlesex
TW17 8AG

Inspection date	10 April 2019
Previous inspection date	4 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership team is working through a comprehensive refurbishment programme for the nursery. Staff notice how this is benefitting children in every age group. They say that children are far more curious to explore their play areas and that their behaviour reflects the calm and creative atmosphere in each room.
- The pre-school area does not yet fully support the additional activities staff undertake to help children with special educational needs and/or disabilities (SEND). This means that the children cannot easily hear some of the very good coordinated interventions undertaken by staff, parents and visiting professionals.
- Parents report that they are very reassured by the consistently robust level of security around the premises. They appreciate the new online system for sharing information and are beginning to add updates about their children's interests and achievements at home. Continuity in children's care and learning is developing well.
- The quality of teaching is good and continuing to improve. Staff continue to undertake professional development, such as individual or whole group training. Staff are currently benefitting from training to develop a new teaching approach and also strengthening their skills in promoting respectful relationships with very young children.
- Children are curious to investigate the wide range of easily accessible and enticing toys available. However, staff do not consistently challenge children's developing thinking and problem-solving skills to help them make the best possible progress as they explore, question and play creatively.
- Staff consistently promote children's increasing levels of independence. For instance, children behave very responsibly as they use the well-equipped bathrooms, help set the table for lunch and dress themselves for outdoor play. They play purposefully throughout the day, thoroughly engaged in a broad range of activities.
- Children are well prepared socially, emotionally and academically for school.

What the setting needs to do to improve further

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

- improve the pre-school environment to ensure that children with SEND can hear their teachers clearly and reach the highest levels of achievement possible
- develop children's thinking and problem-solving skills to build on their curiosity and to help them make the best possible progress in their learning.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the nursery and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, in all areas of the nursery inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the childcare manager and met with leaders to discuss how they continue to raise outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The leadership team has changed in the last two years. The manager and her deputy are well-qualified and experienced practitioners who receive professional support from their area managers and company directors. Together they ensure that staff follow through clear policies, procedures and risk assessments to raise and sustain high standards of care across the nursery. For example, the managers check that staff fully understand their roles and responsibilities in relation to safeguarding and child protection. Safeguarding is effective. Parents, staff and children contribute to ongoing self-evaluation, development plans and improvements. This is evident in the already exciting large front outdoor area, which continues to be developed to better suit the needs of the youngest children. Changes to the premises also illustrate the managers' high priority for children's welfare and speedy evacuation, should it be required.

Quality of teaching, learning and assessment is good

The special educational needs coordinator works closely with the manager to monitor the progress that every child makes. They are quick to identify when children need more help and engage staff, parents and other professionals to address any gaps or delays in children's learning. Staff share their plans to promote each child's interests and target the next stage in their development across their room teams. This is apparent when staff vary the subject of their conversations with children of different abilities engaged in the same activity. For example, children practise using tools, such as tweezers and chopsticks, to transfer coloured cooked spaghetti to different bowls. Staff skilfully challenge some children to match the colours and others to find the longest piece of spaghetti. They add further challenge by asking the most able children if they can remember how they created the different coloured dyes.

Personal development, behaviour and welfare are good

Good exchanges of information with parents help staff to settle babies and new children into the nursery very promptly. Following the replacement of cots with coracles, staff notice how easily babies take themselves to their cosy beds when they are tired. Children sleep when they need to, secure in the presence of attentive and reassuring room staff. Children enjoy using the indoor soft-play centre and new outdoor areas to practise and develop their physical coordination and social skills with other children. Toddlers are confident and happy. They quickly establish warm relationships with staff, who are very caring and attentive to their needs.

Outcomes for children are good

Children across the age groups make good progress. Babies balance and use different spoons to scoop up slices of citrus fruit from a shallow tray of water. They soon transfer these skills to feeding themselves. Toddlers join in with rhymes and songs, which helps them to practise speaking in longer phrases. Older children practise working together as a team to construct bigger projects, such as fitting water pipes together to manage water flow and experiment with gravity. They develop good social skills and the ability to listen and respect each other's views in order to negotiate a way forward. Children develop skills that help prepare them for the next stage in their learning.

Setting details

Unique reference number	EY381699
Local authority	Surrey
Inspection number	10074162
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	0 - 4
Total number of places	90
Number of children on roll	92
Name of registered person	St Charles Limited
Registered person unique reference number	RP901351
Date of previous inspection	4 July 2016
Telephone number	01932 246747

Playtime Nursery - Shepperton registered in 2008 and is located in Shepperton, Middlesex. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years. There are 22 staff who work directly with the children. Of these, 10 hold qualifications at or above level 3, and two hold level 2. The area manager holds a foundation degree in early years education.

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