

Inspection of My Playroom Nursery

137 Loughborough Road, LEICESTER LE4 5LQ

Inspection date: 29 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate positive relationships with staff as they warmly greet them with a hug as they arrive at the nursery. All children settle quickly and engage well with the range of activities that staff provide. Staff have high expectations for children's behaviour and, as a result, children behave well. They understand the rules and follow instructions. Children know where to put their aprons after they have finished using them and help staff to clean the table after mealtimes. Staff support children to share and take turns. Consequently, children are kind to their friends and often invite them to play and share equipment. Staff continually give children praise for following instructions and persevering with activities.

Children are becoming increasingly independent. They serve their own breakfast and carefully pour milk into their cups. Children politely remind their friends to pour slowly and not put too much into the cup. Staff patiently wait as they give children time to put on their own shoes. They kindly encourage them to swap shoes onto the correct feet. Children enjoy learning about the world around them. Staff provide gardening activities which encourage children to use their small-muscle skills to carefully pick up and plant carrot seeds. Children work together to fill up and carry a watering can.

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

- Children make good progress from their starting points in learning because staff plan an ambitious and well-sequenced curriculum. Staff place a strong focus on children becoming ready for school and having the confidence to thrive in their next stage of learning. Staff regularly assess children's progress and confidently talk to children about their interests and things they enjoy doing. Staff know what they want children to achieve in their learning before they start school. However, on occasion, children's planned next steps in learning are not always developmentally appropriate or precise enough to help them make the best possible progress.
- Staff promote children's physical development. Children develop their balancing skills and strengthen their large muscles as they enjoy yoga sessions. Staff teach them how to pretend to be different animals by making shapes with their bodies. Children proudly announce, 'I'm a tiger', as they complete a pose. Staff support children to safely navigate climbing apparatus in the garden and teach them how to come down the steps backwards.
- Staff support children with their personal hygiene and developing a healthy lifestyle. They ensure children wash their hands before and after eating food. Staff support children to learn about their oral hygiene and the importance of teeth cleaning. Children enjoy activities, such as making pretend teeth from play dough and using toothbrushes to remove dirty marks. Children demonstrate

their prior learning as they confidently talk about which foods are healthy.

- Staff teach children new vocabulary, such as 'zebra'. They continually narrate children's play which helps them to learn new words and concepts. However, at times, staff do not fully understand how to use appropriate questioning techniques. They ask children several questions in quick succession which confuses children as they are not sure which question to answer. Additionally, at times, staff ask questions which are too difficult, and children don't understand how to answer.
- Staff support children with their mathematical development. They encourage children to count at every opportunity. Children demonstrate their skills as they count how many bowls are needed for snack time. Staff support children to understand when their cup is empty, half full, or full. Children compare sizes as they talk about the pretend teeth they make with play dough.
- Staff promote a love of books and reading. They read books in an exciting way which helps children to remain engaged and focused. Staff use various props to help develop children's understanding of stories. For example, when reading a story which mentions a bathtub, they ask children to find the bathtub in the doll's house.
- Parents are happy with the care that staff provide. They say that staff communicate regularly with them about their child's daily interests. Staff provide parents with information about their child's development and the progress they have made. Parents feel supported with ideas to further develop their child's learning at home.

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:

- review children's planned next steps in learning to make sure they are always precise and developmentally appropriate to help children make the best possible progress
- support staff to develop their questioning techniques to give children more time to think, understand and respond to questions.

Setting details

Unique reference number	2818571
Local authority	Leicester
Inspection number	10391546
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 3
Total number of places	45
Number of children on roll	6
Name of registered person	My Playroom Childcare Ltd
Registered person unique reference number	2818569
Telephone number	07802431271
Date of previous inspection	Not applicable

Information about this early years setting

My Playroom Nursery registered in January 2025 and is in Leicester. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery provides funded early years education for children aged between nine months and four-years-old.

Information about this inspection

Inspector

Rachel Barsby-Robinson

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of an activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025