

Playwise Childcare Limited

Unique reference number (URN): 2801235

Address: Artwise, Youth Arts Centre, St. Lukes Avenue, Ramsgate, CT11 7JX

Type: Childcare on non-domestic premises

Registered with Ofsted: 22/08/2024

Registers: EYR, CCR, VCR

Registered person: Playwise Childcare Limited

Inspection report: 24 August 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children make suitable progress from their starting points and typically achieve the knowledge and skills expected for their age and stage. Disadvantaged children and those with special educational needs and/or disabilities also make progress and participate fully in learning. Children communicate confidently, express ideas and use visual supports when needed. They develop independence through daily routines such as pouring drinks, preparing snacks and helping one another.

However, because staff do not consistently extend children's vocabulary or mathematical thinking during everyday experiences, some children do not deepen these aspects of learning as securely as they could. For example, during group sessions where children's engagement reduces, staff do not strengthen their understanding. This impacts on how confidently some children broaden their vocabulary. Children enjoy a broad range of experiences that support exploration, imagination and physical development, and those preparing for school develop the confidence, independence and social skills needed for their next stage of learning.

Behaviour, attitudes and establishing routines

Expected standard

Leaders create a positive and nurturing environment where children understand routines and expectations. Consistent daily structures help children to feel secure and enable them to engage positively in learning and play. Children move confidently through the day because practitioners provide clear guidance and support. Relationships between practitioners and children are warm and respectful. Practitioners model kindness and encourage children to cooperate, share and support one another. Children learn to interact positively with their peers. They develop social skills that contribute to a harmonious environment. For example, staff encourage children to help distribute food to their friends during snack time, promoting cooperation and responsibility.

Children demonstrate positive attitudes towards their learning. They engage enthusiastically in activities, make choices independently and participate in adult-led and child-initiated experiences. Practitioners use praise effectively to reinforce positive behaviour and encourage children's confidence and engagement. Leaders work closely with families to establish routines that support children's attendance, wellbeing and learning. Practitioners also adapt their approaches to meet children's individual developmental needs. They ensure expectations remain appropriate and achievable. Children behave well, understand expectations and typically demonstrate positive attitudes to learning.

Children's welfare and wellbeing

Expected standard

Children feel safe, secure and valued because leaders and practitioners effectively prioritise their welfare and wellbeing. Caring relationships help children to develop confidence and emotional security. Practitioners know children well and respond sensitively to their individual needs. Children benefit from effective care practices that support their health,

safety and development. Practitioners understand children's dietary requirements and take appropriate steps to meet children's needs. Systems are in place to support sleeping children safely through effective monitoring arrangements. For example, staff monitor sleeping children through direct supervision, a baby monitor and closed-circuit television systems.

Children receive support to recognise and manage their feelings through positive interactions and nurturing relationships. Practitioners help children to develop resilience and skills to regulate their feelings, while encouraging independence within daily routines. When children experience minor setbacks, practitioners provide reassurance and guidance that promotes children's emotional wellbeing.

Leaders have established inclusive practices that ensure children who face barriers to learning or wellbeing receive appropriate support. Effective partnership working with families and professionals helps practitioners to understand children's circumstances and respond effectively. Although leaders identify minor improvements to further strengthen consistency in practice, children's welfare needs are met effectively. Children feel safe, develop secure attachments and learn healthy routines that support their ongoing development and wellbeing.

Curriculum and teaching

Expected standard 

Leaders design a curriculum that reflects children's developmental needs and supports learning across all areas of the early years foundation stage. The curriculum prioritises communication and language, physical development and personal, social and emotional development, giving children secure foundations for future learning. Practitioners promote children's communication through conversations, stories and imaginative play. For example, during role play, staff encourage children to talk about different milkshake flavours, prompting children to share ideas and develop vocabulary.

Practitioners use assessment information to plan experiences that build on what children know and can do. They adapt teaching for children with different needs, including those with special educational needs and/or disabilities, disadvantaged children and those facing barriers to learning. However, practitioners do not consistently extend children's vocabulary or mathematical thinking during everyday experiences. For example, during a whole-group story session, they expect children to sit for a prolonged period, and their engagement reduces. Practitioners do not introduce richer language or mathematical concepts linked to the story or children's contributions. This impacts on children's opportunities to broaden vocabulary and deepen their early mathematical understanding.

The curriculum remains inclusive and supported by appropriate adaptations, including visual communication aids. Leaders identify strengthening consistency in extending language and mathematical thinking as a priority for improving teaching practice.

Inclusion

Expected standard 

Leaders have established an inclusive culture where they identify, assess and support children's individual needs effectively. Practitioners gather information from families, assess children's development and use ongoing tracking to identify children who may require

additional support. This enables leaders to respond promptly when barriers to children's learning or wellbeing emerge.

Children with special educational needs and/or disabilities receive support through staff planning additional support, implementing interventions and reviewing the impact. Leaders work closely with families and external professionals to develop appropriate strategies and adaptations. Universal approaches, including visual timetables and communication supports, help children to access learning. Staff use targeted resources, such as 'now and next' boards, to support children with transitions and communication. Visual supports help children to move successfully between rooms and daily activities.

Leaders understand the needs of disadvantaged children. They use funding, including early years pupil premium, purposefully to reduce barriers. For example, they buy resources that support children's emotional security and successful separation from their parents and carers. Leaders also support children known, or previously known, to children's social care through effective partnership working and attendance at multi-agency meetings. Leaders review support plans regularly. They monitor children's progress to evaluate the effectiveness of interventions. Children typically receive the help they need to participate fully and make progress.

Leadership and governance

Expected standard 

Leaders demonstrate a clear commitment to providing high-quality education and care. They maintain an accurate understanding of the setting's strengths and the areas that require further development. Leaders place inclusion at the centre of decision-making and work closely with families, external professionals and other agencies to ensure children receive timely support. Leadership arrangements provide effective oversight of safeguarding, recruitment, staff qualifications and children's progress. Recruitment processes are robust. Leaders complete the required suitability checks and observe candidates' interactions with children before appointment.

Leaders support practitioners' wellbeing through regular supervision sessions and structured team and room meetings. Professional development strengthens practitioners' knowledge and expertise, including safeguarding updates, paediatric first-aid training and specialist workshops that promote inclusive practice. However, leaders recognise that some practitioners seek direction from managers for routine matters. They have identified that strengthening practitioners' confidence and professional independence is a priority. Leaders focus on ensuring staff apply agreed approaches consistently and confidently across the setting.

Partnerships with parents and carers are effective and contribute positively to children's experiences. Families receive regular feedback about children's progress, daily care and next steps in learning. Leaders evaluate practice thoughtfully and identify priorities for improvement, providing a secure foundation for children to achieve, belong and thrive.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children arrive happily and confidently to a welcoming environment where they feel safe, valued and included. They quickly settle into their play, independently hang up their belongings and make choices about their learning throughout the day. Warm and responsive interactions with practitioners help children to develop secure relationships and a sense of belonging. Parents and carers are welcomed into the setting. They contribute regularly to children's learning through ongoing communication and shared information.

Children learn alongside their peers in an inclusive environment where staff identify their individual needs and support these effectively. Children with special educational needs and/or disabilities, those who speak English as an additional language and those facing barriers to learning receive tailored support that helps them participate fully. For example, visual supports and picture exchange communication resources help some children to communicate their needs and take an active part in learning. Children enjoy a broad range of indoor and outdoor experiences. They explore, investigate and use their imaginations through role play, stories, songs and physical play. Practitioners encourage children's independence during routines, including snack time. Children pour drinks, prepare food and help one another.

Children make progress from their starting points. They develop the knowledge and skills they need for their next stage. Children benefit from practitioners who understand their developmental needs and partnerships with families and external professionals. Children preparing for school develop confidence, independence and social skills. Staff work closely with schools and help children to reflect on school visits, so they feel prepared for transition. Children thrive because practitioners know them well and support their emotional wellbeing. Leaders and staff promote attendance through positive partnerships with families, while children learn routines that help them to feel secure. Opportunities to consistently extend children's language and mathematical learning in everyday activities are still developing, although children typically achieve the expected knowledge and skills for their age and stage.

Next steps

- Leaders should ensure that learning experiences are appropriately paced and that practitioners consistently extend children's communication, language and mathematical thinking during everyday experiences.
 - Leaders should provide effective opportunities for practitioners to develop their knowledge, confidence and professional independence so that they apply agreed approaches consistently and confidently in their practice.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator and parents during the inspection.

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.

Inspector:

Toyin Aina

About this setting

Unique reference number (URN): 2801235

Address:

Artwise
Youth Arts Centre, St. Lukes Avenue
Ramsgate
CT11 7JX

Type: Childcare on non-domestic premises

Registration date: 22/08/2024

Registered person: Playwise Childcare Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Kent

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 August 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

64

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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