

Playdays Preschool 2

Betty Strathern Centre, 41 Myrtle Road, Harold Hill, ROMFORD, RM3 8XS

Inspection date

Previous inspection date

13/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- There are rigorous monitoring systems in place to ensure that all children make good progress in their learning.
- Staff promote children's learning effectively through play. Children are encouraged to join in conversation when engaged in play activities.
- Children are well settled and develop a sense of belonging. They enjoy close relationships with others in the group and play harmoniously.
- There is a good emphasis on partnership working in the setting. Children benefit from staff's liaison with parents and other professionals.

It is not yet outstanding because

- Children do not yet have the opportunity to participate in a wide range of outdoor learning experiences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children as they participated in free-choice play and adult-led activities.
- The inspector viewed the pre-school's documentation.
- The inspector talked with staff and interviewed the owner.
- The inspector took parents' views into account.

Inspector

Jill Nugent

Full Report

Information about the setting

Playdays Preschool 2 registered in 2012. It is one of four settings owned by the same provider. It operates from one room in a community centre in Romford in the London Borough of Havering. Children have access to a secure outdoor play area. The pre-school is open every weekday from 9am to 12 noon and from 12 noon to 3pm during term time. The provision is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 26 children on roll, all of whom are in the early years age group. The pre-school employs eight members of staff. The owner has a foundation degree in early years and is working towards Early Years Professional Status.

The pre-school supports children with special educational needs and those who speak English as an additional language.

What the setting needs to do to improve further

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

- explore ways of developing the outdoor area so that it offers a variety of alternative learning experiences to extend children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff use a rigorous system of observational assessment to plan for children's individual learning needs. This works well in enabling them to organise adult-led activities that challenge and extend children in their learning. Staff assess children's progress and carefully evaluate each activity so that they can plan relevant new learning experiences. In this way they make sure that children are progressing as expected in all areas of learning and in readiness for school. For example, in adult-led activities children learn to use numbers when playing games and to draw recognisable shapes in textured materials, such as sand or shaving foam. They learn to problem solve when constructing models, selecting the bricks they need for a particular purpose. Children show an interest in the natural world and learn about different cultures and religions.

Staff set out a variety of resources for children to enjoy each day. They motivate children successfully by encouraging them to choose from the activities available. They actively engage with children. They use talk in a way that is relevant for children of different ages and abilities, for instance, making comments or asking questions to challenge children in their thinking. They initiate conversation, modelling words and sentences to encourage children who do not yet use spoken language. They help children to learn and use new vocabulary, such as the word 'tunnel' when constructing a model. Staff enhance and extend children's play by working with them, letting them take the lead so that children can learn through discovery as well as instruction. As a result children persist at their tasks and develop good levels of concentration. They gain confidence and often become absorbed in their exploration, for example, when searching through a collection of small collage materials to make a complex picture.

Staff make sure that children have opportunities to develop skills in all areas of learning. Children especially enjoy the cosy book area where they settle comfortably with adults to

share books. They develop good listening skills and become familiar with written words and illustrations. Children have good opportunities to learn about shape and position when using tessellation boards. They have fun exploring paints and printing tools, discovering the different shapes and patterns they can make on paper. They gain manipulative skills as they choose and use different art tools in creative activities or play imaginatively with toy building tools. Outdoors they improve their coordination as they ride scooters and aim balls at skittles.

The contribution of the early years provision to the well-being of children

Children are happy in the setting. With the support of adults they become involved in purposeful play. A calm and busy atmosphere prevails. Very young children feel emotionally secure in the setting, which means they cope with transitions well. They are confident to make independent choices, often spending time quietly investigating on their own, for example, when searching through a set of building tools. They approach adults with confidence, relishing the opportunities to talk. Staff are adept at meeting the needs of children who are less confident by quietly helping them to follow up their own interests. They also respond appropriately to the requests of older children, helping them to follow a line of investigation further, for example, a child wanting to make 'cement' for his building activity.

Staff promote a sense of belonging within the group by organising story and singing times. Children enjoy the social aspect of these groups as well as benefiting from the opportunity to further develop their key skills in literacy and numeracy. Children show increasing levels of independence, for example, helping to tidy up or put on their coats. They are well behaved and share resources fairly. Staff talk with children about issues of safety and how to keep themselves safe in different situations. They liaise with parents to encourage children to adopt healthy eating habits by packing healthy lunches. Children have daily opportunities to play outdoors although they are not yet able to take part in a wide range of learning experiences in an outdoor environment.

The effectiveness of the leadership and management of the early years provision

The pre-school has effective procedures in place to promote the safeguarding of children in the setting. All the necessary documentation is in place and the owner continually reviews and updates all related policies and procedures. She ensures that all adults working in the setting are suitable to do so. Staff carry out risk assessments and safety checks in order to highlight any potential hazards to children. They are particularly vigilant about monitoring access to the play room and also supervising children when moving to and from the outdoor play area. Staff regularly update their training in safeguarding and know what to do if they have any concerns relating to child protection. They keep well-maintained records relating to children's health and safety to promote their welfare.

Staff are well deployed within the setting so that they can support children during both

free play and group activities. At present adult child ratios are high and staff are taking advantage of this to get to know the children well. They make good use of their time by joining children in play, helping them to complete a self-chosen task or introducing them to new activities. They ensure that there is a balance of free-choice and adult-led activities. They also offer more focused activities which are designed to extend children's learning either individually or in small groups. In this way they help to prepare children for their future learning in a school environment.

Staff liaise closely with parents regarding children's progress towards the early learning goals. Parents appreciate the different methods of communication offered by the pre-school, including the home-school link books and written reports. They are beginning to contribute observations of their children's achievements at home. Staff talk with parents at regular consultations to agree targets for their children, thereby encouraging their involvement in children's learning. There are effective systems in place for sharing information with other settings that children attend. The owner and manager work closely with other professionals to support children with special educational needs. Staff also help children to transfer happily to school by organising visits and passing on learning journey files.

The pre-school owner actively monitors the provision for children with a particular focus on staff's practice and children's individual progress. This helps her to ensure that practice is fully inclusive and enables staff to successfully close any gaps in children's achievements. She offers good opportunities for staff to engage in professional development and attend regular training courses to improve their practice. All staff are included in a system of self-evaluation so that they have the opportunity to reflect on their own practice. The owner plans ahead for future developments, for example, the enlarging of the outdoor area, with a view to allowing children to flow freely between the indoors and outdoors. She has worked hard in transferring already tried and tested systems and procedures from her longer-established provisions. In addition she ensures consistently good practice by sharing her staff between settings to meet children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY452106
Local authority	Havering
Inspection number	894954
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	26
Name of provider	Claire Anne Lakin

Date of previous inspection	Not applicable
Telephone number	07595603498

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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