

# Playdays Preschool 3

United Reformed Church, Heaton Way, Harold Hill, Romford, RM3 7EU

## Inspection date

Previous inspection date

04/10/2013

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

- Children are happy and settled at the pre-school. They form positive relationships with adults and other children.
- The manager monitors the provision effectively and supports the professional development of staff, which benefits the children.
- Expectations for children's behaviour are clear. Children do what is asked of them, behave well and are developing their ability to share and take turns.
- Partnership with parents is developing well and this helps to contribute significantly towards meeting children's individual needs.

### It is not yet outstanding because

- Staff do not always give children time to talk and think and respond to questions because staff answer too quickly with possible responses.
- The organisation of some activities and routines do not consistently support children's learning because they require children to sit still for prolonged periods of time.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the large play hall.
- The inspector held a meeting with the nursery manager and owner.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Amanda Allen

## Full Report

### Information about the setting

Playdays Preschool 3 registered in 2013 and is run by a private provider. It operates from a church hall in Harold Hill in the London borough of Havering. There is access to a large hall and an outdoor play area. The pre-school provides a service for children from the local community. It is open each weekday from 9am to 12pm term-time only. The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. The pre-school employs four part-time members of staff and of these, half hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- develop the organisation of some activities further to support children's learning without them needing to sit still for prolonged periods of time
- allow more time for children to talk and think when asked questions, by valuing their answers without rushing forwards too quickly with a response.

## Inspection judgements

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

Staff effectively plan children's experiences to cover the seven required areas of learning. Planning documents detail a broad programme of activities both indoors and outside. The learning environment offers a good range of materials and resources that add depth to children's experiences. Planning is flexible to respond well to children's individual interests. Staff gather this information through discussions with parents and by observing children as they play. Staff establish what children can do when they first start by talking with parents and completing play observations as children settle into the pre-school. Staff record children's achievements frequently and effectively. For example, staff use photographs and written observations in their individual folders and books. This helps them to plan each child's next steps, ensuring that they are able to move them forward and track their progress.

Staff support children well in the acquisition of communication and language skills and in their physical, personal, social and emotional development. This means that children of all

ages and abilities make good progress in their learning. All children are generally achieving well for their respective ages and staff provide well for any individual needs that they may have., Children who speak English as an additional language are making good progress. The key person system is consistently good. Staff work effectively with parents to set realistic goals and targets, such as building on children's vocabulary and communication skills.

Children practise gaining good hand and finger control in a number of activities. They use building blocks to build towers; they grab large shapes and carefully place them one on top of the other. They know they can access all the resources available. Staff use children's interests to spontaneously create experiences for them. For example, when children are playing in the kitchen, they talk about their favourite foods and pick up the pizza. They ask the member of staff if they can cook the pizza. Children tell the staff member how much they love pizza and want to share it with their friends. Whilst staff respond to children's queries positively and ask questions in return, they sometimes miss chances to encourage children to talk and think for themselves further. This is because they sometimes rush forward with answers, without giving children time to respond. Nevertheless, children confidently speak to visitors in the pre-school, such as asking if they would like ham on their pizza. Children enjoy spending time in the inviting soft-cushioned book area independently and happily choose and browse through the books. They replace books carefully before leaving the book area. Staff place strong emphasis on care of the environment and children respond well. This helps prepare children well for their next stages in learning.

Children enjoy the range of learning activities, both indoors and outside, However, on occasions, they require children to sit for prolonged periods of time and this results in them become slightly restless. The learning environment offers a good range of materials and resources that add depth to children's experiences.. When children first start at the pre-school, staff establish what children can do by talking with parents and asking them to fill out an on entry assessment form, which includes information about their child's likes and dislikes. Staff regularly share children's informative 'learning profiles' with parents and this keeps them informed about their children's learning. Children also have easy access to their learning records.

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

All children move around the pre-school happily, including those who are new. They have trusting relationships with staff through the 'key person' system. Staff form particularly close bonds with the children and families for whom they take special responsibility for. Establishing secure emotional attachments helps children feel safe. This enables them to quickly develop in confidence and independence. Children happily explore their new surroundings. Staff adapt settling in procedures to respond to the needs of each individual child. They help children to learn to understand their emotions well, such as through daily discussions about whether they feel 'happy' or 'sad'.

Deployment of staff is effective in the pre-school. Staff are always available to provide

support for children's care needs, for example if children want a cuddle or need help to use the toilet. Children are becoming independent in their personal care, competently drying their hands and putting paper towels in the bin. Children's manners are good and they are considerate towards the needs of their friends. For example, during a cooking activity they use good manners such as "Can you pass me that spoon please?", which reflect the good examples of behaviour that staff model. Staff engage with children well as they play and provide good opportunities for children to make their own choices between the activities, according to their individual interests. For example, children are enthusiastic as they play with the puppets, making the animal sounds and pretending to chase each other around. Staff interaction with the children is enthusiastic. Complying with expectations, making friends, learning self-care skills and taking interest in their activities, means all children enjoy their pre-school experiences and gain good skills and attitudes to underpin their eventual move to school.

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

Safeguarding arrangements for children's well-being are good. Staff have effective policies and procedures in place to help ensure children's welfare. The staff team demonstrate a commitment to promoting children's safety and undertake regular safeguarding and first aid training. Staff understand their individual responsibilities and the need to provide a safe play environment for children. Staff undertake thorough risk assessments on all areas of the building. Fire drills take place regularly, which ensure that all children have an understanding of what to do in an emergency. Staff teach children to be safety conscious without being fearful. Children show a good understanding of how to keep themselves safe. For example, children know they can run around more freely when they take part in physical play activities, but need to be careful at other times otherwise accidents may occur.

The staff team liaise closely with parents from the start, using clear settling procedures. They ask them to provide information about their child's routines, likes and dislikes. Staff effectively encourage parents to be involved in their children's learning. The daily contact books and verbal feedback provide parents with a good level of information about their child's day in the pre-school. These effective partnerships help to contribute towards children's achievement and well-being. Staff effectively encourage parents to continue children's learning at home, by providing them with ideas such as the home book scheme. During discussions, parents express their positive appreciation of the staff's work and find everyone approachable and friendly. Parents state that they particularly enjoy the way staff make their children feel welcome and included within the pre-school. The staff team work closely with parents, not only in helping them settle children, but also assisting in such things as using the toilet independently, so everyone takes a consistent approach. The manager is aware of the importance of working in partnerships with other agencies, such as the local schools to support the care of older children. Transition plans are in place for use when children leave the pre-school. These will effectively support children's smooth transfer to school. The management and staff are aware of the importance of partnership working with external agencies to secure appropriate interventions and good

links are in place.

Thorough self-evaluation takes into account the views of staff, children and their parents. For example, the manager carefully monitors the provision and regularly consults with staff, parents and children, ensuring their views are taken into account. Good attention to staff development results from regular appraisals. Staff and the manager attend courses regularly and gain additional qualifications. Staff use their new skills and understanding well. They feedback to other staff about the training information. This effectively enables the sharing of ideas, so that all training is valuable and put into practice by all staff. The manager works with other Playdays' managers to moderate and monitor the pre-school practice. Moderation records evaluate all activities well and ensure that they have a specific purpose and achieve what they have set out to. A clear action plan demonstrates the nursery's strong drive for improvement and this helps to ensure the best outcomes for children. The manager has a strong commitment towards the evaluation of the nursery and effectively devises action plans and targets for the staff to work towards.

### **The Childcare Register**

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

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

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are 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 action. 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

<b>Unique reference number</b>	EY456479
<b>Local authority</b>	Havering
<b>Inspection number</b>	927731
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Claire Anne Lakin
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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, which are usually the childminder's 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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