

Playdays Preschool 2

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



Inspection date	2 November 2016
Previous inspection date	13 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children make good progress. The provider monitors children's development effectively to help identify any gaps in their learning. Staff work successfully with external agencies and other providers to help support children with identified needs.
- Partnership with parents is effective. For example, staff share information with parents about children's progress and encourage them to contribute and share what they know about their children. This helps to support continuity in children's learning.
- Staff are good role models. They establish strong relationships with the children, who settle well. Children are confident, independent and eager to learn.
- The management team's effective self-evaluation of the setting and monitoring of staff practice help improve the quality of the provision. For example, staff are encouraged to develop their professional knowledge and they regularly evaluate their practice during staff meetings.

It is not yet outstanding because:

- Occasionally, staff do not recognise some opportunities to extend children's mathematical awareness and develop their problem-solving skills.
- At times, some staff miss opportunities to adapt activities so that all children can fully participate.

What the setting needs to do to improve further

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

- make sure that all staff encourage children to fully participate in activities to further develop their learning
- make better use of opportunities to extend children's awareness of mathematics and to increase their problem-solving skills.

Inspection activities

- The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector observed the staff's interactions during activities indoors and outdoors and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete regular safeguarding training. They know how to identify any welfare concerns about a child and report these to the relevant agencies. Staff carry out risk assessments and they manage and minimise risks well. The provider ensures effective recruitment procedures are implemented consistently to help keep children safe. Staff obtain all information from parents about their children's health needs and continually keep all records updated to help meet the needs of the children.

Quality of teaching, learning and assessment is good

Staff complete detailed observations and assessments, including on-entry records which help them to effectively identify and support children with any specific needs. Staff know the children well and plan for their next steps in learning effectively. They support children's literacy skills well. For example, children enjoy listening to stories and enthusiastically practise their early writing skills as they make marks with pencils and paint brushes. Children are encouraged to develop their co-ordination, control and movement well. For example, staff provide good opportunities for children to climb, run and ride wheeled toys. Staff support children's creativity effectively. For example, children explore and manipulate sand. They enjoy painting, and splashing and pouring water. Children happily take part in imaginative play. For example, they pretend to care for babies, go shopping and dress up in different costumes.

Personal development, behaviour and welfare are good

Staff build strong emotional attachments with children, who are happy and secure at the pre-school. Children behave well and relate effectively to others. For example, staff teach them about how their behaviour affects the feelings of others. Children are well prepared for their move on to school. For example, staff provide reports about children's progress and they invite teachers to visit the setting. Staff also provide books with photographs of school, such as classrooms, the playground, toilets and coat areas, to help prepare children for school. Children learn how to keep themselves healthy. For example, staff provide nutritious snacks and talk about the importance of food and the effect on their bodies. Staff teach children about wider society. For example, children take part in celebrations and learn through play resources showing differences and similarities.

Outcomes for children are good

Children follow instructions and understand daily routines well. For example, they help to tidy away, attend to their personal needs and prepare snacks. Children know how to keep themselves safe. For example, they take turns to climb up and use the slide. Children make their own choices about what they want to play with and they move confidently to each activity. They communicate and express themselves confidently.

Setting details

Unique reference number	EY452106
Local authority	Havering
Inspection number	1059394
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	57
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Date of previous inspection	13 December 2012
Telephone number	07595603498

Playdays Preschool 2 registered in 2012. It is situated in Romford, in the London Borough of Havering. The pre-school is open each weekday from 9am to midday and from midday to 3pm, term time only. The pre-school receives funding for free early years education for children aged two, three and four years. There are eight members of staff, of whom all but one hold early years qualifications from level 1 to level 5.

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