

Play & Learn Day Nursery Ltd.



Tudor House, 212 Becontree Avenue, Dagenham, RM8 2TR

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| Inspection date | 5 March 2018 |
| Previous inspection date | 1 September 2015 |

| 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 | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager evaluates the provision well and puts in place an action plan to improve the quality of teaching and children's outcomes. For example, she arranges for staff to attend training to enhance their skills and uses staff meetings to share practices.
- The manager and staff work closely to monitor children's progress. They promptly identify gaps in their development and seek guidance from the local authority early years coordinator on how to support and make referrals to improve children's learning.
- Staff know individual children's starting points well. They use this information to plan interesting opportunities for them to learn and to help them make good progress with their development.
- Children are active. They select and use a range of resources independently and confidently. For example, babies move around freely and explore different sensory materials to develop new skills and interests effectively.

It is not yet outstanding because:

- Arrangements to support older children to learn how to manage their own behaviour are not fully embedded.
- Staff miss some opportunities to share information with parents to help them extend their children's learning at home.
- At times, staff working with older children do not extend activities as far as possible to offer the fullest amount of challenge.

What the setting needs to do to improve further

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

- continue to embed arrangements to improve the management of children's behaviour
- build closer relationships with parents to share regular information about children and how they can extend children's learning at home
- make better use of opportunities to challenge and extend older children's learning.

Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records and planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

The manager completes regular staff supervision to monitor their practices, identify underperformance and offer developmental opportunities to enhance their knowledge and skills. The manager and staff work closely together to implement and review the setting's routines, policies and procedures. The manager considers evaluative feedback from staff, parents, children and the local authority early years coordinator to identify ways to continually improve the provision. Safeguarding is effective. Robust recruitment and vetting procedures ensure suitable staff are employed to work with children. The manager and staff have a sound understanding of safeguarding and they know the procedures to report any concerns, including allegations made against staff.

Quality of teaching, learning and assessment is good

Staff observe and assess children's development well. They provide a wide range of opportunities for them to explore and learn. Staff comment on babies' play and support their language development effectively. For example, babies curiously feel different texture materials and babble in response to staff's comments. Staff support toddlers to develop their understanding, speaking and listening skills well. For example, they ask simple questions to encourage them to use words to express themselves. Staff encourage children to sing along to nursery rhymes and listen to stories. Older children develop their creative and imaginative skills well. For example, they use craft materials to make collages and pretend to drive different types of vehicles. Older children learn how to operate and use the computer successfully. For example, they turn the computer on and off, and they use the mouse to click and play different games.

Personal development, behaviour and welfare require improvement

The management team recognises that arrangements to manage children's behaviour are not fully effective, particularly for older children. Staff do not set clear boundaries to make children aware of what is acceptable or unacceptable behaviour and do not always challenge unwanted behaviour. One member of staff has received training to address this and there are plans to provide training for the whole staff team. Despite this, staff support younger children to play with other children and develop their social skills well. They give praise during their play to let them know they are doing well. For example, babies smile to show their excitement and welcome reassurance and support from staff. They develop a close bond and attachment with their key person. Toddlers happily do things on their own and proudly show others what they have done. Staff provide mirrors for younger children to look at their own reflections and emotions.

Outcomes for children are good

Children make good progress, including those whose starting points are below their expected age group. They develop skills to help them move on to the next stage in their learning. For example, older children develop good coordination, mobility and balance. Toddlers express themselves well, learn new words and increase their vocabulary effectively. Babies explore with musical toys and make different sounds well.

Setting details

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| Unique reference number | EY478242 |
| Local authority | Barking & Dagenham |
| Inspection number | 1125933 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 56 |
| Number of children on roll | 70 |
| Name of registered person | Play & Learn Day Nursery Ltd. |
| Registered person unique reference number | RP903997 |
| Date of previous inspection | 1 September 2015 |
| Telephone number | 0208 590 3360 |

Play & Learn Day Nursery Ltd registered in 2014. The nursery is situated in Becontree, within the London Borough of Barking and Dagenham. The nursery is open each weekday from 7am until 6.30pm, throughout most of the year. The provider is in receipt of funding for the provision of early education for children aged two, three and four years. The provider employs 12 members of staff, including the manager. Of these, two staff hold early years qualifications at level 5, five staff hold early years qualifications at level 3 and four staff hold early years qualifications at level 2.

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.

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