

Inspection date	4 April 2018
Previous inspection date	19 February 2013

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		Not applicable	

Summary of key findings for parents

This provision is good

- Staff offer a welcoming and inclusive environment where children feel safe and secure. Children are happy and enjoy their time at the setting. They develop a good sense of belonging and community. Children's behaviour is generally good.
- Staff know children well. Children quickly settle into daily routines and explore new experiences.
- Staff work effectively in partnerships with the school staff and outside professionals to ensure good continuity of care and experiences for children. Parents are delighted with the very good service they receive from the caring and dedicated staff team.
- Children enjoy outdoor play, fresh air and exercise. For example, they learn to climb and slide on the apparatus safely. They shake a role-play parachute, developing good physical skills.
- Managers offer ongoing support and training for all staff. They regularly assess staff practice to ensure that they continually support children's care and meet their needs effectively.

It is not yet outstanding because:

- Occasionally, some staff do not take the opportunity to describe the activities to children so that they are clear about what is expected of them.
- At times, staff do not talk to children about the importance of healthy eating and the impact this has on their health and well-being, such as during mealtimes.

What the setting needs to do to improve further

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

- encourage all staff to explain the activities to children to maximise their experiences
- help children to understand the importance of healthy eating, such as during mealtimes.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment and vetting procedures help ensure that staff are suitable to work with children. Staff have attended safeguarding training. For example, they have a good knowledge of safeguarding practices and understand the procedures to follow if they have a welfare concern about a child in their care. Staff make good use of training opportunities provided to increase their knowledge and skills and to benefit children's experiences. For example, they know how to meet the needs of children who have special educational needs (SEN) and/or disabilities and provide any extra help and support they need. Managers take into account the views of parents, children and school staff to continually improve their service. Managers have successfully acted on the recommendations from the last inspection. For example, they provide more opportunities for children who speak English as an additional language to use their home language within their play and benefit from the support of staff who speak the same language.

Quality of teaching, learning and assessment is good

Staff use observations of children and information from parents and teachers to set up enjoyable activities to fully engage children when they first arrive at the provision. Staff help children handle resources safely. Children relate well to others and respond well to instructions. They use their creativity well in their play. For example, they use different construction tools to build their favourite models. They explore different pop-up toys and explore how things work. Children learn to sort and match objects with support. They listen attentively to stories, sing songs, clap hands and dance to music. Staff establish very good relationships with parents and share information about children's experiences with them. This helps to promote continuity in children's care.

Personal development, behaviour and welfare are good

Staff are sensitive to the needs of all children. For example, they use positive strategies to support children's emotional and social skills effectively. They also manage more challenging situations in a professional manner. Children learn to share resources fairly and take turns. They learn about the importance of personal hygiene and how to socialise with others. Staff undertake regular risk assessments on outings and daily checks of the premises and resources to help children remain safe. Visits to places of interest add enjoyment to children's experiences and help them to learn about other people, their cultures and communities.

Setting details

Unique reference number	EY403887
Local authority	Ealing
Inspection number	1062340
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	18
Number of children on roll	18
Name of registered person	The Log Cabin Committee
Registered person unique reference number	RP902103
Date of previous inspection	19 February 2013
Telephone number	0208 864 921

Play2gether registered in 2010. It is situated in Mandeville School, Greenford, in the London Borough of Ealing. The setting is open from 9.30am until 3.30pm during holiday times only. Children attending all have SEN and/or disabilities and come from the London Borough of Ealing. There are 20 staff, 17 of whom hold relevant qualifications, ranging from levels 1 to 3.

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