

# Playaway Nursery (SRCC)

Sydney Russell Childrens Centre, Parsloes Avenue, DAGENHAM, Essex  
RM9 5QS



<b>Inspection date</b>	7 August 2018
Previous inspection date	30 August 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- An effective monitoring system ensures that management documents each child's development and implements strategies to help children close gaps in attainment. Children make positive progress in their early learning goals.
- Staff have a very good knowledge of child development and understand how to provide learning opportunities, to motivate children successfully. For example, staff support children to develop their small-muscle skills, as they squeeze and release a pipette to 'mix potions' in the garden.
- Staff are positive role models, who demonstrate the behaviour they expect. Children mirror this well, treating adults and peers with kindness and respect.
- Staff help to prepare older children well for their next stage of learning. Children learn to manipulate lunchbox clasps in the home corner, to support them with challenges they may face at school.

### It is not yet outstanding because:

- Staff do not consistently provide highly challenging activities for two-year-old children, to support them to reach their full potential.
- Although children make positive progress overall, some children do not make as much progress in literacy and mathematics.

## What the setting needs to do to improve further

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

- build on current arrangements to develop and implement planning, to ensure staff fully challenge two-year-old children, to reach their full potential
- implement strategies to support children to make greater progress in literacy and mathematics, to bring the standard up to the highest level.

### Inspection activities

- The inspector spoke with children, the manager, staff and parents throughout the inspection.
- The inspector and manager carried out a joint observation of a focused activity.
- The inspector observed activities and play indoors and outdoors, and looked at a range of resources.
- The inspector sampled documents, including policies, risk assessments, training certificates and children's learning records and planning.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a thorough knowledge of the possible signs of abuse and know the procedure to follow if they have concerns about the welfare of a child. Management regularly reviews policies and procedures with staff at team meetings, to ensure their safeguarding knowledge is central to practice. Staff follow policies meticulously, to keep children safe at all times, including during emergency evacuations. The manager is knowledgeable about local issues. For example, poor oral hygiene and childhood obesity. She works closely with the local authority to implement strategies to help improve the health of children. The manager is reflective and self-evaluation is accurate. A robust professional development plan addresses areas of weakness, to help improve practice. For example, the manager and staff reflect on recent training, relating to specific age groups, to identify a need to challenge children even further.

### Quality of teaching, learning and assessment is good

Staff play well alongside children and support them to extend their language skills. For example, staff skilfully question children about 'longer' or 'shorter,' as they pretend to work in the office, making lists and using a ruler, hole punch and telephone. An effective key-person system involves parents in their child's learning. Staff facilitate an early morning Father's Day breakfast, to offer further opportunities to share practice and information about children's progress, particularly with working parents. Staff know their key children very well. Staff complete detailed observations and assessments, to learn about children's interests and plan appropriate next steps successfully.

### Personal development, behaviour and welfare are good

Staff provide an engaging and accessible environment that fosters exploration. Babies thrive, as caring staff gently support them to develop balance and coordination, to take early steps. Babies develop a good sense of achievement and clap themselves when staff praise their accomplishments. Older children learn to manage risk well, using various tools. Children demonstrate this as they safely smash coloured ice balloons with small wooden hammers, to reach the pompoms inside. Staff coordinate efficient routines to keep children interested and enthusiastic about developing new skills. For example, children successfully access a self-serving counter at lunchtime and clear away plates when they have finished. Children manage their own personal needs well. They celebrate one another's similarities and differences, as they enjoy looking at books about festivals, personal photographs of weddings in other cultures and recognise food packaging in their home language.

### Outcomes for children are good

Children make good progress from their starting points, with gaps in attainment rapidly closing. Children develop the skills they need to prepare them for school. For example, they enjoy mark making and master pencil control successfully, as they freely squiggle, as well as carefully copy letters in their name.

## Setting details

<b>Unique reference number</b>	EY386932
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10056982
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Playaway Nursery Ltd
<b>Registered person unique reference number</b>	RP909973
<b>Date of previous inspection</b>	30 August 2017
<b>Telephone number</b>	02087241209

Playaway Nursery (SRCC) registered in 2008. It is located within the Sydney Russell Children's Centre. The nursery is one of three nurseries owned by this provider. The nursery employs 14 members of childcare staff, including the manager. Of these, 12 hold relevant childcare qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. There is a separate pre-school which operates term time only. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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