

Playdays Preschool 8

Myplace, 343 Dagnam Park Drive, Romford RM3 9EN



Inspection date	15 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

The provision is inadequate

- The manager and staff do not ensure that all potential hazards are removed, to prevent risks to children.
- Staff do not supervise children effectively to ensure they are able to observe and manage children's behaviour appropriately and keep them safe at all times.
- Staff do not consistently teach children what the pre-school's behavioural expectations are. They do not teach children about the consequences of their actions, to help deepen their understanding of how to keep themselves and others safe.
- Staff do not make the best use of learning opportunities to help children make good progress. They do not consistently challenge, extend and enhance children's development. At times, their interaction with children is poor.
- Self-evaluation is weak. The manager does not ensure that the setting meets all the statutory requirements. Processes are not successful in identifying and targeting all weaknesses.

It has the following strengths

- Parents spoken to on the day of the inspection state that their children are happy, settled and enjoy coming to the setting. Staff communicate with parents adequately and inform them about their children's day-to-day routines.
- Children receive a healthy snack, helping them to learn how to choose healthy options.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement robust and effective risk assessments to ensure any potential hazards to children are identified and removed, to maintain children's safety continuously	22/10/2018
ensure that children are supervised effectively throughout the day to ensure their safety and well-being	22/10/2018
improve staff's knowledge of how to manage children's behaviour, so that children gain a greater understanding of what is acceptable and how to keep themselves and others safe	19/11/2018
raise the quality of teaching and staff's interactions with children, and consistently plan challenging learning experiences that take full account of each child's individual needs, to promote good progress in their learning and development.	19/11/2018

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

- improve self-evaluation processes to identify and swiftly target all areas of practice that require improvement.

Inspection activities

- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's assessment journals.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector observed the interactions between staff and children as they engaged together in activities, and undertook a joint observation of teaching activities with the manager.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The manager and her staff team do not undertake robust risk assessments to ensure the premises are safe. For example, heavy resource boxes are stored unsafely on window sills above areas where children play. This creates potential for boxes to fall onto children and injure them. Additionally, blind cords are left hanging within children's reach and are not always removed to prevent children from becoming tangled and having a serious accident. This puts children at significant risk. The manager recognises some priorities to help improve the setting, but she fails to meet all welfare requirements and does not recognise weaknesses in staff's safeguarding practices and teaching, to ensure action can be taken to improve these. She does not consistently act on feedback from others, such as the local authority, to ensure that areas of weakness that have already been identified are improved. Staff form adequate partnerships with some other early years professionals to seek help for children who need additional support.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is weak. Staff do not engage with children to encourage their involvement in activities and, at times, their interaction with children is minimal. Children's communication and language development and social skills are not supported. For example, while children play, staff use very little language to engage children in conversation. Most staff use their observations of children to provide age-appropriate activities. For instance, children shape modelling dough using their hands and seek to dress up and engage in creative play. However, staff do not support children's play and miss many opportunities to challenge and extend their learning.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management mean the setting does not assure children's welfare. Staff are not vigilant in their supervision of children to ensure their well-being. They do not notice when children behave unsafely, such as when they throw metal gardening tools. Staff do not observe when children's shoelaces are untied and children walk around with loose laces. This puts children at risk of having an accident. Staff do not help children learn to keep themselves safe. For instance, they provide children with new toys but do not consistently teach them how to use these safely and purposefully. Children manage their personal hygiene, such as washing their own hands.

Outcomes for children are inadequate

Most children do not make sufficient progress and are not challenged effectively in their learning. Staff's poor interactions do not help to prepare children for the next stage of their development. For instance, children do not know how to behave well. However, some children are happy to explore by themselves, indoors and outdoors.

Setting details

Unique reference number	EY536849
Local authority	Havering
Inspection number	10067390
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	36
Number of children on roll	70
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Date of previous inspection	Not applicable
Telephone number	07595603498

Playdays Preschool 8 registered in 2016. It is located in Romford, in the London Borough of Havering. The pre-school is open from 9am until 3pm and runs an after-school club from 3pm until 6pm. It is open all year round. There are 10 members of staff, six of whom hold appropriate early years qualifications at level 3. The manager holds a qualification at level 5. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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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