

Playdays Preschool 3

United Reformed Church, Heaton Way, Harold Hill, Romford RM3 7EU



Inspection date	1 November 2018
Previous inspection date	4 October 2013

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

- Staff establish good relationships with parents. Parents speak positively about the range of methods staff use to share information about children's well-being and progress. Parents exchange information about children's interests gained from home to help staff plan for their future learning.
- Children are settled and happy. They develop good concentration skills and spend time playing with chosen activities. Staff provide opportunities to support children's creative skills, for example, children have fun making creations while playing with modelling dough and when engaging in painting.
- Children benefit from an established key person system. Staff use effective systems to help them gain a good understanding of children's individual needs when they first start the setting. Staff use observation and assessments well to monitor what children can do, and to challenge their progress according to their stage of development.
- Staff work well as a team and they work together with the provider to strive for improving outcomes for children. For example, changes has been made to help further strengthen partnerships with parents, the planning of activities and children's developmental records.

It is not yet outstanding because:

- At times, staff miss opportunities to engage all children in activities to enhance their group play experience.
- On occasions, staff do not provide enough opportunities for children to take part in uninterrupted play to enhance their exploration skills further.

What the setting needs to do to improve further

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

- enhance the organisation of group activities to encourage children effectively to be involved
- extend the challenge of activities event further to extend children's enjoyment and learning.

Inspection activities

- The inspector observed the interactions between the staff and children during their play indoors and outdoors.
- The inspector spoke to staff and management at appropriate times, and carried out a joint observation with the provider.
- The inspector observed and discussed the delivery of the educational programme for children.
- The inspector sampled relevant documentation, including the setting's observation and assessment records, policies and procedures.

Inspector
Shawleene Campbell

Inspection findings

Effectiveness of leadership and management is good

The provider supports staff well, and allocates additional key roles and responsibilities effectively to strengthen children's learning. For example, individual staff take the lead in supporting equality and diversity, behaviour management and English as an additional language. Staff attend regular appraisal meetings to help identify their training needs and support their professional development. They attend regular supervision and team meetings to support their work with the children in their key group, including planning daily activities. The provider and staff work closely with the local authority and are working towards the completion of a quality assurance process so that key strengths of the setting are identified and areas for improvement are effectively addressed. Safeguarding is effective. Staff have a good understanding of child protection procedures and they know what to do if they have a concern, to help ensure children's welfare.

Quality of teaching, learning and assessment is good

Staff use their observations, and information gained from parents, well to plan a range of challenging activities to help children make good progress in all areas of learning. Children show a sustained level of interest and enjoyment with water-play activities. They develop good early mathematical skills. For example, while playing with different water-play resources, they learn about floating, sinking and quantity. Children have fun using a range of small tools to support their small movements during water play, for instance, by using pipette droppers. They show increasing control and good coordination when pouring water from one container to another, and while peeling fruit at snack time. Staff know how to keep children safe. They are well deployed to support individual children's play and they help children learn how to keep themselves safe. For example, staff use good explanations to help children learn why they should sit correctly on chairs.

Personal development, behaviour and welfare are good

Children who have special educational needs and/or disabilities receive good levels of one-to-one interaction to strengthen their play and learning. Staff obtain detailed information from parents and external agencies involved in their care to foster a joined-up approach to children's care and well-being. Children behave well and benefit from consistent praise and encouragement. Staff support children's personal, social and emotional development well. For example, children are encouraged to use the self-registration system and they make choices about what they would like to do. Children make healthy choices at snack time and benefit from the sociable occasion with their friends and staff.

Outcomes for children are good

Children are motivated and eager to learn. They are prepared well for their move to school, for example, they are confident talkers and comfortably share information about their home life. Children have fun acting out real-life situations while playing in the home corner. They pretend to make cups of tea and serve 'cake'. Children use number language spontaneously during their play, for example, explaining that they have three pieces of cake. Children develop good early reading skills. They take pleasure looking at books with their friends in the cosy area, and enjoy having stories read to them.

Setting details

Unique reference number	EY456479
Local authority	Havering
Inspection number	10068794
Type of provision	Sessional 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 - 5
Total number of places	40
Number of children on roll	48
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Date of previous inspection	4 October 2013
Telephone number	07595603498

Playdays Preschool 3 registered in 2013 and is run by a private provider. It operates from a church hall in Harold Hill in the London Borough of Havering. The pre-school is open each weekday from 8.30am to 11.30pm, and 11.35pm to 2.35pm, term time only. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The pre-school employs 10 members of staff and, of these, five hold qualifications at level 3 and one is qualified at level 2.

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