

# Playtime Preschool

10th Finchley Scottish Scout Group, Gordon Hall, 1 Huntly Drive, London  
N3 1NX



<b>Inspection date</b>	18 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- Managers accurately evaluate the effectiveness of the nursery to help drive improvement and improve outcomes for all children. For example, additional funding is used to provide specialist teaching in dance, drama and storytelling which supports and extends children's learning well.
- Staff plan a good range of activities linked to children's needs and interests. All children are well supported and make good progress from their starting points.
- Partnerships with parents are effective and parents speak highly of staff, saying that they help meet children's needs. Staff share relevant information with parents about children's learning and invite parents to share what they know.
- Staff have established warm, caring relationships with children who are secure, happy and independent. Children are eager to learn and are thoroughly interested in play.
- The provider effectively supports staff's ongoing professional development. For example, she carries out regular supervision meetings and offers further training.
- Although teaching and assessment are effective overall, arrangements to monitoring the progress made by groups of children are not as precise as possible.
- Staff do not always recognise when children need more time to form their responses to questions.

## What the setting needs to do to improve further

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

- build on the monitoring of the progress made by groups of children, to identify and address any gaps in learning at the earliest opportunity
- develop further the opportunities for children to fully extend their thinking and language skills when responding to questions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector spoke with the provider, manager, staff, parents and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare. She checked evidence of the suitability of staff and the committee, and discussed the self-evaluation process with the manager.
- The inspector discussed how staff work with parents and other providers.

#### Inspector

Sandra Teacher

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand how to identify concerns about children's welfare and those who may be at risk of harm and extreme views and behaviours. Staff carry out risk assessments and identify, and remove, potential hazards to help ensure children's safety. Staff maintain appropriate staff-to-child ratios at all times, are well deployed and supervise children effectively. Staff make records of any accidents accurately and share these with parents. Managers complete checks to ensure staff are suitable to work with children and understand how to carry out their roles and responsibilities. Staff increase their professional development well to better support children's outcomes. For example, they regularly meet with other professionals and the local schools to discuss changes to legislation and childcare practices. The manager develops action plans, alongside local authority staff, to help improve practice and address any weaknesses in the provision.

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

Staff carry out observations and assessments to help them provide effective educational programmes and plan for children's next steps in learning. Staff support children's physical development well. For example, children enjoy manipulating flour and shaving foam to create snowflakes. Their physical skills develop as they play games with balls, ride wheeled toys, balance on climbing resources, run and jump. Staff encourage children's creative skills effectively. For instance, children pretend to cook in the kitchen, weighing and measuring, and use the home corner to act out real-life situations. Staff help develop children's literacy skills well. For example, children enjoy listening to stories and recognise that print carries meaning. Children perform plays and act out traditional tales in front of an audience, playing their parts with enthusiasm and enjoyment.

### Personal development, behaviour and welfare are good

Children are cared for in a clean, well-resourced and stimulating environment. Staff follow appropriate strategies to manage children's behaviour. Staff support children to learn about diversity. For example, children talk about their family life and communities. They learn about cultural festivals and the ways that different families celebrate Christmas. They play with resources that are unfamiliar, to help broaden their knowledge of differences. Staff encourage children to understand the importance of healthy lifestyles and hygiene routines. For instance, children attend to their personal needs and have appropriate hot water to wash their hands. They have plenty of healthy food and drinks to meet their needs and show their independence by acting as servers at meal and snack times.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in relation to their starting points. Children are confident and motivated to learn. They learn to do things for themselves and make choices. Children concentrate well during activities. They use their imagination and small muscles as they play with small-world figures. They can say 'good morning' in four languages. Children are well prepared for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	EY537866
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10079244
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Playtime Pre-School Ltd
<b>Registered person unique reference number</b>	RP537865
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07846821949

Playtime Preschool registered in 2016. It is located in the London Borough of Barnet. The nursery is open 9am to 3pm, five days a week, term time only. The provider receives funding for the provision of free early education for children aged two and three years. In total there are eight staff working directly with children. All staff hold a relevant early years qualification, including two practitioners with early years professional status.

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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