

# Playdays Preschool 5

Henderson's Sports and Social Club, Kenilworth Avenue, Harold Hill,  
ROMFORD RM3 9NE



<b>Inspection date</b>	25 January 2019
Previous inspection date	25 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The manager and her staff provide a welcoming and stimulating environment. They are warm and friendly and create a relaxed, happy atmosphere where each child is valued and generally well supported.
- The manager is committed to developing the pre-school and providing a caring and good-quality learning environment. She gathers the views of staff, children and parents to help her in planning future improvements.
- The quality of teaching is good. Staff use new skills to support children's learning. All children, including those in receipt of additional funding and those who may require extra support, make good progress from their starting points.
- Behaviour management is consistent, and staff always consider the development needs of children.
- The manager and staff regularly carry out safety risk assessments to check the suitability of the environment and equipment. This helps to ensure that potential hazards to children are minimised.
- On occasions, staff miss opportunities to challenge, engage and interest the older children fully, and to help extend their learning even further.
- At times, staff miss opportunities to help children to learn about communities beyond their own.

## What the setting needs to do to improve further

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

- develop ways to challenge, engage and interest the older children fully, to help deepen their learning even further
- help children to develop their understanding of communities beyond their own, to increase their knowledge of the wider world.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including policies, risk assessments, development plans and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to members of staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Claire Nunn

## Inspection findings

### Effectiveness of leadership and management is good

The manager is very ambitious for the pre-school's success. She reviews and evaluates practice carefully, taking steps to ensure sustainable improvements which enhance outcomes for children. For example, children's early literacy skills have been increased by the introduction of a cosy book den in the reading area. Safeguarding is effective. Staff fully understand the procedures to follow if they have concerns about a child's welfare. There are good recruitment procedures to check and verify the suitability of all staff who work with children. Staff have a good understanding of policies and procedures, and always maintain the required records to help keep children safe.

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

Precise observations, assessments and planning ensure children's individual needs are catered for very well. Effective monitoring guarantees any gaps in learning are swiftly identified and acted upon. For example, staff use makaton and targeted small-group sessions to develop children's communication and language skills. This supports children to make rapid progress from their starting points in this area. Overall, staff plan interesting and fun activities which engage the children. For example, children use various tools and methods to release dinosaurs frozen in ice. They use hammers and warm water to melt the ice and persevere until they succeed. Children positively respond to staff's use of questioning. This motivates children to actively join in with storytelling, enthusiastically reciting the story as it unfolds. Parents are kept well informed of the progress their children are making. Strong, supportive relationships with parents help them to support their children's learning at home.

### Personal development, behaviour and welfare are good

Staff form strong attachments with children from the very start. The children appear happy and eager to learn when they arrive at pre-school. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. They encourage children to be aware of one another's needs. Staff encourage children's good manners and social skills, for example they learn to take turns in games. Children develop a passion for the natural world around them. For example, they enjoy visiting the butterfly garden in the adjoining woodland. Parents spoken to at inspection are happy with the care their children receive. Staff help children to become independent. For example, they encourage children to serve their own snacks and open items in their packed lunches.

### Outcomes for children are good

Children are making good progress in relation to their starting points, including those with special educational needs. They confidently count, measure and use mathematical language as they play. These are just some of the skills Children gain that help to prepare them for their future learning at school.

## Setting details

<b>Unique reference number</b>	EY484045
<b>Local authority</b>	Havering
<b>Inspection number</b>	10063504
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	John Lakin and Claire Lakin Partnership
<b>Registered person unique reference number</b>	RP905704
<b>Date of previous inspection</b>	25 May 2016
<b>Telephone number</b>	07595603498

Playdays Preschool 5 registered in 2014 and is situated in Romford, in the London Borough of Havering. The setting provides sessional care Monday to Friday during term time, from 9am to midday and from midday to 3pm, or from 9am to 3pm for extended care. The setting currently employs seven members of staff, all of whom hold appropriate early years qualifications at level 3. The setting receives funding to provide free early education for children aged, two, three and four years.

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