

# Playdays Preschool 8

Myplace, 343 Dagnam Park Drive, Romford RM3 9EN



<b>Inspection date</b>	20 March 2019
Previous inspection date	15 October 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The manager does not have an accurate overview of every child's progress. This is because the monitoring of staff's observations and assessments of children's progress is not consistently robust. This means that the support provided by some staff is not effective in identifying individual children's learning needs and does not ensure that those children receive sufficient challenges.
- The quality of information parents receive about their children's progress is too variable. This means that some parents are unclear of where their children are within their development and what steps need to be taken to support their children's learning.
- Staff do not consistently support children to understand why their behaviour may be unsafe or why this may have a negative impact on others.
- The manager does not ensure that self-evaluation is effective in implementing timely improvements to address identified areas for development.

### It has the following strengths

- Additional funding for disadvantaged children is used well to support their interests. They are making sound progress in their speech and language as they enjoy well-planned language sessions to support their communication skills.
- The manager works closely with outside professionals to monitor and help support the safeguarding of children's welfare. In addition, staff are clear about their safeguarding responsibilities, which means that children's welfare is prioritised.
- Children, overall, are confident and settled in this setting. They enjoy a broad range of activities and experiences both inside and out in the garden.

## 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
improve the monitoring of children's progress to ensure that up-to-date and accurate information is in place to support their ongoing development and share this with parents	05/04/2019
improve the monitoring of staff's behaviour management strategies, to ensure that all children receive consistent messages about why their behaviour may be unsafe or unkind to others.	05/04/2019

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

- improve the methods for self-evaluation, to help ensure that identified areas for development are addressed in a timely manner.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager and held discussions with her in relation to the leadership and management of the setting.
- The inspector viewed documentation including the evidence of staff suitability, safeguarding policies and procedures and children's learning journals.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Siobhan O'Callaghan

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager has worked hard to bring about some improvements to the setting since the last inspection. However, self-evaluation has not been effective enough to support timely change in all required areas. For example, new planning and assessment systems are yet to be effective in delivering high-quality outcomes for all children. Inconsistencies in the management of children's behaviour remains as an area for improvement. Nevertheless, positive partnerships with outside professionals are in place and these are helping to bring about the necessary changes. Safeguarding is effective. There are secure recruitment and vetting procedures in place to employ suitably experienced and qualified staff. Regular supervision of staff is helping to improve the quality of teaching. Staff are encouraged to engage in ongoing training opportunities to develop their practice. Improved daily risk assessments are carried out to help ensure that the setting is safe and secure. The environment, overall, is well organised with appropriate resources to support children's learning.

### Quality of teaching, learning and assessment requires improvement

Most staff plan activities to support their key children's interests. Although, inconsistencies in the assessment of children's progress impact negatively on their potential learning outcomes. Staff are generally well deployed. They teach children basic skills to support their readiness for school. For example, older children can listen and engage appropriately in story time sessions. They are beginning to draw and make marks with purpose. Younger children enjoy creative experiences as they explore how to roll and make shapes with play dough. Staff teach children basic mathematics through counting games and encouraging them to match shapes as they complete puzzles. There are effective teaching strategies in place to engage and support the development of children with special educational needs and/or disabilities.

### Personal development, behaviour and welfare require improvement

Children arrive happily and settle quickly into activities of their choice. They have developed close relationships with staff. However, they do not always behave in safe ways. For example, they climb up the slide as other children attempt to come down and staff do not explain why this is dangerous. Children do not receive consistent messages, resulting in repeat poor behaviours. Children are confident to access their outdoor environment and develop good physical skills. For example, they balance on beams and play ball games. They enjoy healthy snacks and learn about good personal hygiene as they brush their teeth after eating.

### Outcomes for children require improvement

Children make steady progress from their starting points. However, weaknesses in the monitoring systems do not help to ensure that all children make the best possible progress. Children enjoy learning about their environment as they engage in digging and planting activities. Most children are able to work cooperatively with others and are confident to make choices about their play.

## Setting details

<b>Unique reference number</b>	EY536849
<b>Local authority</b>	Havering
<b>Inspection number</b>	10082700
<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 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	55
<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>	15 October 2018
<b>Telephone number</b>	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 a breakfast club from 8am until 9am and an after-school club from 3pm until 6pm. It is open all year round. There are eight members of staff, five of whom hold appropriate early years qualifications at level 3 and one at level 2. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

