

# Playdays Preschool 6

Scott Lodge, Upper Brentwood Road, Romford RM2 6JB



<b>Inspection date</b>	22 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 staff create a warm and welcoming environment, and children form close and warm relationships with them. Children feel safe, happy and emotionally secure.
- The manager uses funding well to help narrow gaps in children's learning and support their individual progress and learning needs. Children demonstrate good problem-solving and reasoning skills.
- The purchase of resources for the garden has helped staff to support children's physical development. The outdoor environment supports children's learning well.
- Staff have a good understanding of how children learn. They make regular observations and assessments of children's progress and use the information to identify and plan next stages in learning.
- Staff support children so that they behave well. Children develop an awareness and tolerance of others. They take turns and learn how to share.
- At times, staff do not gather information from parents about their children's skills and abilities from the outset to enable them to plan more precisely for children's individual needs.
- Although relationships with parents are good overall, the manager does not consistently keep track of requests made through completed questionnaires to enhance children's learning.

## What the setting needs to do to improve further

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

- implement a system to track the requests made by parents, to enhance relationships and better support children's learning
- ensure information is gathered from parents on entry, to support their children's individual learning needs better.

### Inspection activities

- The inspector observed the quality of teaching indoors and in the garden, and assessed the impact this has on children's learning and development.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector looked at evidence of suitability, staff qualifications, training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

#### Inspector

Pauline Valentine-Coker

## Inspection findings

### Effectiveness of leadership and management is good

The manager is enthusiastic and caring. Children feel safe, secure and happy, and they form positive relationships with staff and their peers. The manager works alongside the team, coaching and supporting, to help develop the staff's practice. Safeguarding is effective. Robust recruitment procedures are in place to ensure that staff working with children are suitable to do so. The manager and staff keep their safeguarding knowledge and skills updated, including through regular online training. They are alert to the signs that children may be at risk of harm and know how to report concerns about their welfare. Staff supervise children well and they take regular head counts throughout the day. Parents speak highly about the care the staff provide. Staff ensure that parents understand the importance of their children attending regularly. Parents notify staff of their child's absences and the date they will return.

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

Staff make regular assessments of children's development and plan effectively for their next steps in learning. Children explore a range of activities that stimulate their curiosity, such as exploring a variety of real vegetables in soil. Staff promote children's listening and communication skills well overall. They share many different songs and rhymes throughout the day to help children become familiar with words and rhythms. Staff use group activities to discuss the days of the week, then ask questions to encourage their use. They reinforce children's counting skills during story time. For instance, they asked how many monkeys were in the tree. Children demonstrate good coordination skills, as seen when they balanced while walking across stepping stones in the garden. Children enjoy playing imaginative games as they pretend to cook in the mud kitchen and say they are 'making dinner'.

### Personal development, behaviour and welfare are good

Children spend time outdoors daily and access a range of activities that cover all areas of learning. Children are confident to approach staff for comfort and reassurance. They independently choose the activities they want to do and initiate conversations with the staff. Children's behaviour is generally good, and staff are good role models. Staff explain the boundaries of what is expected, and children do not go beyond the cones in the garden. Older children learn about the benefits of recycling. They sit at the table and cut out paper items, then dispose of them in the correct recycling bin. Children with special educational needs and/or disabilities (SEND) benefit from targeted one-to-one speech and language activities, which help them to become confident and motivated learners.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Children learn skills to support their readiness for starting school. They tackle new challenges and express a desire to complete the task. For example, they persevere when trying to match large number puzzles. Children are confident learners. They manipulate the see-saw and instruct each other to go 'up and down', 'around' and 'stop'. Staff monitor children closely and seek advice and guidance from other professionals, which helps to ensure that children's unique needs are met.

## Setting details

<b>Unique reference number</b>	EY546473
<b>Local authority</b>	Havering
<b>Inspection number</b>	10100883
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<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>	Not applicable
<b>Telephone number</b>	07595603498

Playdays Preschool 6 re-registered in new premises in 2017. It is operated by a private company. The setting operates from Scott Lodge in Gidea Park, in the London Borough of Havering. The setting provides both full-time and sessional care from Monday to Friday, 9am to 3pm, term time only. The setting currently employs six members of staff, including the manager. Of these, four hold appropriate early years qualifications, from level 2 to level 3.

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