

Inspection of Playdays Preschool Holiday And After School Club

Myplace, 343 Dagnam Park Drive, Romford RM3 9EN

Inspection date: 8 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this setting and develop positive attachments with key persons. Staff are sensitive to children's individual needs and involve them in tasks on arrival, such as choosing and preparing snack together, to help engage them. Children enjoy such responsibilities and begin to grow in confidence. This helps them settle quickly. Staff work hard to create a sense of community and belonging within the provision. For instance, they foster caring relationships between children of different ages well. This is evident when older children proudly show younger children how magnets stick together and encourage them to 'have a go'. Additional funding, for children with special educational needs and/or disabilities and those receiving the early years pupil premium, is used well to enhance the experiences of all children. Staff consider children's interests, and what they need to know, to successfully make progress in their learning. For example, resources to improve the outdoor construction area support children to develop social skills and work together as a team. New initiatives to promote positive behaviour acknowledge children's kindness, and improvements in behaviour are shared with parents successfully. This helps build continuity between home and the setting and encourage a positive respectful environment.

What does the early years setting do well and what does it need to do better?

- Since the previous inspection, the manager has strengthened self-evaluation processes to identify areas for improvement. She has implemented strategies that have a positive impact on children's overall well-being and raise the standard of the provision effectively. For example, all staff have completed behaviour management training and have a shared vision for how to support children to manage their own feelings and behaviour well. The manager reflects on how effectively previous planning informs a curriculum that challenges children. Recent changes to planning reduce staff workload to ensure that all documentation is necessary and purposeful. Staff spend more time engaging children in meaningful interactions. Overall, this has a positive impact on behaviour, attitudes and children's communication skills.
- Staff successfully promote a love of storytelling and encourage children to explore books and recall familiar fairy tales. For instance, children use puppets to share their own version of 'Little Red Riding Hood' at the free-standing theatre. This helps develop children's confidence and early literacy skills well.
- Staff are kind and caring. They respond to children's basic needs effectively. However, some staff miss opportunities to help children manage their own personal needs independently. For example, staff do not consistently teach children how to put on their own coat, attempt to master zips or help them understand when they require a tissue for their nose.
- Children enjoy physical activities and have opportunities to practise a variety of

challenging skills. For example, children learn to pedal tricycles, leap between and balance on wooden logs, and shoot a ball through a hoop. Staff talk to children about how to use their body and help them develop a good overall understanding of why it is important to make healthy choices.

- Occasionally, staff do not respond to situations well enough to enhance children's learning. For instance, resources are not always fully prepared for planned activities and staff do not teach children how to access these resources independently to be able to lead their own play. Sometimes, children are waiting for sessions to begin. This can lead to children losing interest in activities before they have begun and not being highly engaged.
- Children enjoy learning about the world around them and the habitat of the large African snails they are caring for. Staff remind children to use kind hands and to patiently wait for their turn for the snail to crawl over their hand. Children understand boundaries and expectations and respond accordingly.
- Staff follow children's lead well and play music for them to dance to when requested. Children move with confidence. Staff understand children are unique and may choose to participate in a variety of ways. For example, some children use the camera and capture photographs of the dancing. This enhances children's imaginations and fosters an enjoyment of expressing themselves in creative ways.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding policies and procedures. They are alert to signs that a child may be at risk of extreme views and ideas and know how to escalate potential concerns regarding a child's welfare. The provider follows safer recruitment procedures to ensure the suitability of staff working with children. Staff are vigilant to potential risks and act swiftly to remove hazards to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- ensure that all staff consistently support children to manage their own personal needs independently
- ensure that resources and learning experiences are fully prepared for children prior to them starting, to help keep children motivated and highly engaged.

Setting details

Unique reference number	EY536849
Local authority	Havering
Inspection number	10102102
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 5
Total number of places	30
Number of children on roll	38
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595603498
Date of previous inspection	20 March 2019

Information about this early years setting

Playdays Preschool Holiday and After School Club 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.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- The inspector held discussions with children, parents, grandparents, staff and the manager at appropriate times during the inspection.
- The inspector observed the quality of interactions between staff and children.
- The inspector and manager completed a learning walk around the setting and discussed how the environment is organised to support children's learning.
- The inspector and manager carried out a joint observation of a story time session.
- The inspector sampled a range of documentation, including training certificates, policies, risk assessments and planning.

We carried out this inspection 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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