

Inspection of The Playroom

317 Garratt Lane, London SW18 4DX

Inspection date: 11 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children benefit from the well-planned settling-in procedures and develop strong bonds with their key person. All children are warmly welcomed by staff on their arrival. They demonstrate resilience and have adjusted well to the changes in their routine due to the COVID-19 pandemic. Caring and friendly staff help children to feel safe and secure. Young babies enjoy cuddles and smile at their carers. Older children are given reassurance and support when required. Overall, staff have high expectations for children and role model expected behaviour. Children behave well and use good manners. They listen to adults and follow instructions.

Children demonstrate positive attitudes to their learning. They show good concentration and perseverance. For example, older children work together to complete puzzles and enjoy their achievements. Children play imaginatively in the garden. They pretend to make cakes for their imaginary dinosaurs, and practise mixing and adding different ingredients. Children develop mathematical skills and concepts during their play. Younger children use their fingers to count during singing and name colours during creative activities. Older children identify shapes as they join pieces together to make cars when they learn about transport. Children learn about the concepts of heavy and light. They use positional language as they experiment with the sand.

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

- Staff plan and provide a broad range of activities for children to enjoy. However, recent changes to key staff have highlighted inconsistencies in the delivery of the curriculum. The management team has identified changes and introduced new strategies to build on what children already know and can do. However, these changes are not fully embedded to ensure that all children make the best possible progress.
- The learning environment is fun and inviting, and children happily access resources and make choices in their play. However, staff do not consistently promote children's independence across the nursery. Younger children are encouraged to wash their hands and to feed themselves at mealtimes. Some staff allow older children time to put on their coats, while others do this for them. Some staff wipe older children's noses, put on their aprons and pour drinks at snack time before letting them try for themselves.
- Staff place a high priority on developing children's communication and language. Children have many opportunities to hear new words and increase their vocabulary. Staff skilfully ask questions and involve older children in discussions. Babies copy sounds and repeat words. They use sign language to say 'please' and 'thank you'. Staff encourage toddlers to join words together to increase their sentences. Children listen as staff enthusiastically share stories, and they join in

with action songs and rhymes.

- Partnerships with parents are strong. Parents talk positively about the professional staff and the progress that their children make. They value the excellent communication and state that they are regularly kept up to date with their children's learning. Parents share that staff are supportive with advice when needed. They comment that staff suggest ideas to continue their children's learning at home.
- Staff encourage children to be physically active and promote good health and well-being. Children regularly use the outdoor space to develop their gross-motor skills. Young babies are encouraged to roll over and learn to crawl. Toddlers develop small-hand muscles as they mark make with chalk. Children enjoy freshly cooked meals and snacks. Staff teach children about the importance of healthy eating and maintaining a balanced diet.
- The manager and staff are committed to supporting children with special educational needs and/or disabilities. They work with a range of external professionals to ensure that plans are in place to support children's individual needs. Staff use activities and resources to teach children about diversity and learn about festivals from other cultures. They help children to learn about being kind and what makes them unique.
- The management team evaluates the nursery well and puts plans in place to drive improvements forward. Recent staff changes and promotions have seen staff take on new roles and responsibilities to benefit children. For example, they have extended the opportunities for children's literacy development to promote their love of books and subsequent reading.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the importance of keeping children safe. They ensure that the environment is checked and free from any hazards. Staff regularly update their child protection training, including broader safeguarding issues, such as the 'Prevent' duty. Staff describe the signs and symptoms of abuse that might cause them concern for a child's welfare. They know the procedures to follow to ensure that their concerns are reported. Staff understand the need to adhere to policies, including whistleblowing and the use of mobile phones. The nursery implements safer recruitment procedures to make sure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support all staff to gain a greater understanding of what they want children to learn

- provide opportunities for all children to practise their independence throughout the day.

Setting details

Unique reference number	EY484873
Local authority	Wandsworth
Inspection number	10216858
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 at time of inspection	0 to 3
Total number of places	32
Number of children on roll	42
Name of registered person	Playroom London Limited
Registered person unique reference number	RP907132
Telephone number	0208 877 2668.
Date of previous inspection	14 February 2018

Information about this early years setting

The Playroom registered in 2015. The nursery is open from 8am to 6pm Monday to Friday for 48 weeks of the year. The nursery employs 16 staff, including two directors. Of these, 14 hold childcare qualifications from level 2 to level 7. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager, the deputy and the inspector completed a learning walk together and discussed the setting's intentions for children's learning.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the directors and the deputy about the leadership and management of the nursery.

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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