

# Inspection of Play & Learn Day Nursery Ltd.

Barking Park Lodge, Longbridge Road, Barking IG11 8TA

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Inspection date:

12 January 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children's learning needs are not consistently met because the quality of interactions between the staff and children is variable. Staff do not always pitch engaging learning at the right level, therefore, some children become disengaged because they are not challenged. Staff do not always deploy themselves in a way that consistently meets the children's needs.

Children are happy and enjoy their time at the nursery. They choose the toys that they want to play with, such as role-play toys and play dough. New children that are settling in are not consistently supported well enough because the organisation is haphazard. However, staff are kind and do try and calm the children down when they arrive. Children are eager to play in the garden. Older children move around freely and engage with each other, sharing and taking turns. Younger children enjoy splashing water in the water tray. Older children make patterns with paint and enjoy working together around the table. Staff sing nursery rhymes with children which adequately helps to build some of their communication skills. Children with additional needs are supported sufficiently by staff and children show they are happy to explore the environment around them. Older children adequately develop self-help skills as they feed themselves and choose what they want to eat.

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

- There are some weaknesses in the key-person system. Although staff can talk about being a key person and what it means for a child and family, in practice this is not consistent. A consequence of this is that there are inconsistencies and not all children have care tailored to their individual needs during those early stages of settling in.
- The nursery works well with parents. Staff kept them updated during the COVID-19 lockdown and more recently during a heating maintenance issue when they had to close. Parents talk positively about the introduction of a family app, which keeps them updated about what their children have been doing, eating and about sickness and accidents. 'All about me' forms help parents share information about their child with the nursery when they start. This is followed by a six-week meeting to share information on how children have settled and to raise any emerging concerns.
- The manager and leadership team are aware of what the nursery needs to do to support staff development and improve their knowledge of child development. They work with the local authority's advisory teacher to assess their provision and identify areas of development. Most recently this was to promote quality interactions between staff and children. However, this is variable and not fully effective. For children, this means that staff are not consistently responding appropriately to their language and communication needs and other areas of

learning. An example of this was too many children were included in a bucket activity. This meant staff could not respond appropriately to promote children's communication and language.

- Staff know most of the children well and acknowledge their individual needs. For example, staff work with parents to support toilet training and to encourage children to try new foods and textures. This helps children to develop their health and self-care needs.
- Staff observe children and understand what they want children to learn. For example, offering a paint mixing activity so children can make different colours. However, this was poorly planned as there were too many children and the intent was lost. This meant that children's interests were not followed and supported.
- Staff act appropriately if they have concerns about a child. They observe and note what they are seeing and work with parents to request support from external agencies. An example of this was the deputy head of the nursery writing a report to support a child's education, health and care plan.
- Implementation of the curriculum is not consistent. Although staff provide activities for children, they are not planned consistently and sequenced to meet children's individual needs. This means that they are missing out on opportunities to problem solve and set their own goals in specific areas of learning.
- Staff do not always deploy themselves well to meet children's learning needs. For example, in the room for older children, at times staff are not able to see the children. This means that children do not engage in learning consistently to develop their skills and their behaviour becomes restless. In the room for younger children, staff are too busy with the new children setting in that other children become bored and uninterested in play.
- There are instances of good teaching in the nursery and children with additional needs are given time and support to move freely and select the toys they want to play with.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding processes and procedures. They can talk about what they would do if they had safeguarding concerns about a child and know who to go to. The manager discusses children's welfare with staff as well as offering them safeguarding scenarios to talk through to check understanding. The layout of the pre-school room requires staff to be deployed effectively at all times. There is a risk that children may not be within sight and sound if this is not consistent. The premises are clean and hygienic. Staff follow appropriate hygiene practices when working with children. Opening checks are carried out daily to ensure the premises are safe for children. If a risk is identified, staff know how to raise this with the manager or deputy.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure the performance management programme helps staff to improve their interactions with the children so that they all receive meaningful and challenging experiences	12/03/2022
ensure that staff are deployed to meet children's learning needs.	13/01/2022

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

- help staff to plan settling-in times for new children so that all children have maximum opportunities to learn and settle in the environment.

## Setting details

<b>Unique reference number</b>	EY482806
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10214224
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Play & Learn Day Nursery Ltd.
<b>Registered person unique reference number</b>	RP903997
<b>Telephone number</b>	0208 220 5674
<b>Date of previous inspection</b>	18 August 2016

## Information about this early years setting

Play & Learn Day Nursery Ltd registered in 2014. It is located in Barking, in the London Borough of Barking and Dagenham. The nursery opens on Monday to Friday from 7.30am to 6.30pm and operates for 51 weeks of the year. There are seven members of staff, four of whom hold a level 3 early years qualification, one has a level 2 qualification and one is unqualified. The provider 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

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## 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 provider.
- The manager took the inspector on a learning walk of the nursery and discussed how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning. The manager and inspector completed a joint observation.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- A meeting was held between the manager and leadership team. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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