

Inspection of Playdays Nursery And Preschool

801 Green Lane, DAGENHAM, Essex RM8 1DD

Inspection date:

2 August 2022

Overall effectiveness

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the setting by warm and friendly staff. Staff support new children to settle, spending time with them, allowing them to lead their day. Staff know the children well. They plan activities to support the next steps in children's development. However, staff do not have the skills or knowledge to implement what has been planned for children to ensure learning takes place.

Nonetheless, younger babies have access to a wide variety of sensory based activities. They explore coloured spaghetti, sand play and textured resources. This helps them to develop curiosity in their learning. Children behave well. There are clear expectations from the staff. Displays on the walls showcase the golden rules. Photos of children support words to help with understanding for younger children. This gives children a sense of ownership of the rules in place.

Staff talk to children throughout activities and their day. Staff narrate what is happening for younger children, so they are aware of what is happening next. For those children who speak English as an additional language, objects of reference are used. For example, a nappy is shown to support children's understanding of nappy changing time. This ensures all children know what is happening next.

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

- Children do not benefit from having staff who are able to use planned activities to consistently offer good learning opportunities. Staff do not present activities to children in a way that utilises their interests. Therefore, children do not spend long periods of time concentrating at activities.
- Staff help children to practise some of the skills they need for their future learning. For example, younger babies practise using a spoon to feed themselves their lunch. Staff support with a 'hand-over-hand' approach where needed. Older children use a fork and a spoon and feed themselves independently, while the oldest children have a knife and fork, helping them to be ready for school.
- Staff support children's language development. Younger babies join in song times. Staff use familiar, repetitive songs with actions to encourage them, and babies delight as they recognise the songs. Staff know how to support those children who speak English as an additional language. They use single words, encouraging children to repeat them back. Staff praise children when they get the words right. This helps to develop children's confidence.
- The setting has many children from a range of backgrounds. Staff are knowledgeable about these children and their cultures. However, they do not use the information gathered on starting to support these children. For example, useful words in children's home languages are not used by the staff team. Resources and activities do not reflect the range of cultures and backgrounds of

the children. This means that children's individuality is not always celebrated.

- Staff have good relationships with children. The setting operates a clear key-person system. Transitions between rooms are managed well and information is shared between staff members about children's learning and development. However, when key persons are absent, particularly during the holiday times, staff do not transfer information to the staff who will be present. This means that staff within the rooms do not always hold up-to-date information and are not able to offer children consistent care. In addition, parents are not made aware of changes during the holiday periods.
- Parents are very happy with the care and education their children have access to at the setting. They comment on the friendly and approachable staff. Parents are aware of the next steps in their children's learning. Many parents have used the setting for more than one child, showing how happy they are.
- Staff have regular meetings with the manager. They feel very supported by her, knowing her door is always open. Staff have access to frequent training, which they share with each other at staff meetings.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding responsibilities. They are confident to talk about the signs and symptoms of abuse and know what to do if they had a concern about a child. Staff are aware who the designated safeguarding lead is. They are confident to report a concern or allegation against a member of staff and know who to report to independently if needed. Regular training on safeguarding is completed to ensure staff knowledge is up to date. Inductions ensure staff understand the setting's policies and procedures and know to refer to these as required.

What does the setting need to do to improve?

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

	Due date
improve and strengthen staff's teaching skills to ensure children are provided with activities that effectively support the next steps in their learning	08/12/2022
improve information sharing between staff to ensure the key-person system remains effective over the holiday periods, to limit the impact on the learning and development of children.	08/10/2022

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

- expand opportunities for children to recognise, value and share their languages, cultures and backgrounds.

Setting details

Unique reference number	EY562850
Local authority	Barking and Dagenham
Inspection number	10194351
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	50
Name of registered person	Reliance Enterprises Uk Ltd
Registered person unique reference number	RP562847
Telephone number	02085995986
Date of previous inspection	Not applicable

Information about this early years setting

Playdays Nursery And Preschool registered in 2019. It is located in Dagenham and is open Monday to Friday, all year round, from 8am till 6pm. The nursery employs 12 members of staff, 10 of whom hold relevant qualifications at level 2 and above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out two joint observations across the setting.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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