

Inspection of Let's Play Too Pre-School

Teresa Greene Community Centre, Leys Avenue, Dagenham, Essex RM10 9YP

Inspection date: 4 October 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 are extremely happy on arrival at the nursery, where they are welcomed by the friendly staff. Staff build strong bonds with children during their settling-in sessions. They work closely with parents and gather information about the children's interests before they start. Staff use this information to carefully plan activities that meet children's individual needs and interests. They are very caring and attentive to all children. As a result, the children feel confident to play and explore the exciting activities available for them.

Children are exposed to various books. They enjoy story time and listen to their favourite story book, 'The Gruffalo'. They use their imagination and creativity as staff extend the story time using props, pictures and objects about the Gruffalo. Staff extend children's vocabulary and introduce new words from the story book, such as 'hazelnut'.

Children behave well and have good social skills. They say 'please' and 'thank you' without the need for prompting. The staff are good role models. They praise the children and encourage them to take turns, listen to simple instructions and help each other. Children have fun playing with each other, as well as in parallel play. They learn to solve simple problems as they participate in building with large construction bricks and experiment with different tools.

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

- The manager has an effective system to support the team with professional development. Staff take part in a robust recruitment and induction process. The manager completes ongoing staff supervisions. This helps staff to become more confident in their practice. Staff say that the training and support they receive help them to be good in their job and also to become better parents themselves.
- The manager and staff have created an effective curriculum. They have high expectations for children's learning. Staff review children's progress termly and complete the required progress check for two-year-olds. They share information about children's learning and achievements with their parents. The manager has built a positive partnership with external professionals and the local authority.
- Children have the opportunity to learn about the world around them by taking part in gardening activities. They learn to look after plants and are proud of the daffodils in the garden. The activities support children to learn well. However, occasionally, younger children lose interest and staff do not always identify the need to adapt activities to suit the younger children.
- Children have fun playing and exploring with sand. They hide objects in the sand and play games. They develop mathematical skills by counting how many objects they can find. Staff introduce mathematical words such as 'heavy',

'lighter', 'bigger' and 'smaller'.

- All children have excellent opportunities to learn and play outdoors. Younger children show high engagement with imaginative play, exploring the home corner, playing with dolls and building houses in the construction area. Older children develop physical skills through playing with bikes, cars and hoops. They jump and play with big slides outdoors and indoors.
- Children learn about the importance of personal oral hygiene through exploring real toothpaste and using toothbrushes to clean big prosthetic teeth. They learn about tooth decay. Children wash their hands before mealtimes and after outdoor play. Healthy snacks are provided for the children. The setting has won an award for supporting children to learn about healthy lifestyles.
- The children have the opportunity to develop the foundation skills they need for writing through various activities. They use a clipboard in the garden to tick off the Gruffalo characters when they find a matching picture. They concentrate on the activity and are very excited when they find the character of the story to match the checklist.
- Parents are happy with the nursery and speak highly of the staff. Parents are extremely satisfied with their children's learning and say that their children have become more independent since attending the nursery. The nursery is very diverse, and staff teach children about some festivals that the children celebrate at home. The manager and staff are working on extending the opportunities for children to develop more understanding and appreciation of diversity.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust recruitment process to ensure staff are suitable to work with children. The staff know how to identify possible signs and symptoms if a child has been abused. They know who to contact if they have concerns. The staff complete daily health and safety checks and fire drills to ensure the environment is safe. There are processes to minimise cross-contamination through rigorous washing of hands, and the resources are sanitised. Medication is stored safely and children with health needs have a care plan in place. The staff have attended appropriate paediatric first-aid training.

What does the setting need to do to improve?

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

- build on staff's current knowledge of differentiated teaching strategies during activities to meet the children's individual needs and abilities
- review the provision of opportunities for children to develop their understanding and appreciation of diversity further.

Setting details

Unique reference number	EY481165
Local authority	Barking and Dagenham
Inspection number	10236463
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	24
Name of registered person	Dannielle Evans
Registered person unique reference number	RP530902
Telephone number	07401 212824
Date of previous inspection	28 November 2016

Information about this early years setting

Let's Play Too Pre-School registered in 2014. The pre-school is situated in Dagenham, in the London Borough of Barking and Dagenham. It receives funding for free early years education for children aged two, three and four years. The pre-school opens Monday to Friday, from 8.15am to 2.15pm, during term time only. The pre-school employs nine staff, seven of whom hold appropriate childcare qualifications. The manager holds an appropriate level 5 qualification.

Information about this inspection

Inspector

Maria De Assis

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 manager and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk around the nursery with the manager.
- The inspector checked some documentation and held a discussion with the manager.
- The inspector observed the interactions between staff and children and spoke with children, when appropriate
- The manager and the inspector carried out a joint observation of a group activity.
- Parents spoke with the inspector and shared their views.

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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