

Inspection of Playdays Preschool 2

Betty Strathern Centre, 41 Myrtle Road, Harold Hill, ROMFORD RM3 8XS

Inspection date: 1 November 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children show that they are extremely happy and secure in this highly stimulating, nurturing environment. They show great curiosity and interest in the wide range of interesting and challenging activities available to them. Staff are incredibly positive role models. They are superb at following children's lead based on their interests.

Staff have extremely high expectations for children's learning and behaviour. As a result, children show very positive attitudes towards their learning and behave extremely well. Children relish exploring a range of exciting sensory activities. For instance, they show deep concentration as they practise cutting spaghetti. This helps to develop their fine motor skills and imaginations. Children also show delight in exploring real pumpkins. Staff skilfully extend their language skills as they as they ask them how it feels and introduce new words, such as 'pulp'.

Children's imagination is captured brilliantly as they explore junk-modelling resources. They have fun creating telescopes and recalling phrases from favourite stories. Children's mathematical knowledge is well challenged, as they experiment with weighing scales. As children play, staff encourage them to make predictions and introduce a wealth of mathematical language, such as 'heavy', 'light' and 'even'. Children evidently enjoy attending and are flourishing at the setting.

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

- The setting is led by an exceptionally driven and ambitious leader. She is passionate about supporting each individual child to reach their full potential. Along with her dedicated team, they strive to deliver a broad curriculum, which gives children a rich set of experiences to support their personal development and learning.
- Staff know children extremely well. There are excellent systems in place to gain an understanding of children's interests, needs and current stage of development when they join. Staff then use this information to meticulously review children's development, and plan purposeful next steps to support their learning. Children make rapid progress and quickly gain new knowledge and skills.
- There is a strong focus on supporting children's home learning. For instance, staff send home fun activity bags to support children's, mathematics, literacy and fine-motor skills. Children frequently borrow bikes and scooters in order to develop their gross motor skills when they are away from the setting.
- Leaders and staff have extremely high levels of integrity for children with special educational needs and/or disabilities. They work in close partnership with parents and other professionals to meet children's individual needs and to support their future learning.

- Children who speak English as an additional language receive excellent support to encourage their communication skills. They learn and play in a highly language-rich environment. Staff also use visual aids and familiar words in children's home languages to help them understand. Furthermore, staff use translation tools to help communicate with parents in an effective way.
- Supporting children to understand about their similarities and differences is deeply embedded across the setting. For instance, parents frequently come in to celebrate festivals and discuss their home cultures. They also read stories, carry out cooking activities and craft projects to deepen children's awareness of diversity.
- There is strong emphasis on teaching children to make healthy lifestyle choices. For instance, children benefit from weekly active sessions led by a sports coach. Staff also support children to brush their teeth at the setting and sing songs to make this experience fun. Furthermore, staff send home information about the importance of healthy eating. This helps to support children's overall health.
- Partnerships with parents are superb. Staff ensure that parents learn about the local services that they can use. For example, they support parents to access workshops, resources and programmes through local charities that are dedicated to improving outcomes for families. Parents express extremely high levels of satisfaction with the care and education their children receive. Parents state that staff are exceptionally helpful and supportive. They also discuss how they can see vast improvement in their children's development.
- Staff are highly reflective and their commitment to professional development is impressive. Staff frequently engage in relevant training to enhance their practice and to offer tailored support to children and families.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture to safeguard and protect children's overall well-being at the setting. Staff fully understand their roles and responsibilities to keep children safe. Staff understand the different signs that may indicate a child is at risk of harm. They also discuss the importance of swiftly reporting any concerns to ensure that children receive the right help. Staff complete regular safeguarding audits and constantly conduct risk assessment of the resources and equipment. In addition, there are thorough recruitment processes in place to help ensure that staff working with children are suitable for their roles.

Setting details

Unique reference number	EY452106
Local authority	Havering
Inspection number	10235940
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	2 to 4
Total number of places	32
Number of children on roll	18
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595603498
Date of previous inspection	2 November 2016

Information about this early years setting

Playdays Preschool 2 registered in 2012. It is situated in Romford, in the London Borough of Havering. The pre-school is open during term time, from 9am until 3pm, Monday to Friday. It provides funded early education for children aged two, three and four years. There are five members of staff that hold relevant early years qualifications at level 3 and 2.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- This was the first routine inspection the childminder 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 the evaluation of the setting.
- The inspector completed a number of observations to assess the quality of education.
- The inspector completed a learning walk to discuss the curriculum intent and progress which children are making.
- Parents, staff and children's views were considered during the inspection.
- A range of documentation was viewed, such as staff's suitability information and qualification certificates.

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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