

Inspection of Play & Learn Day Nursery Ltd.

Barking Park Lodge, Longbridge Road, Barking IG11 8TA

Inspection date: 30 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this nursery. Staff sensitively help those children who require extra support to settle. They cuddle, speak softly and reassure these children, who then quickly engage in their play. A well-thought-out and varied curriculum provides children with many opportunities to challenge their thinking and promote their learning. Babies enjoy sensory learning experiences, such as play dough activities, which help them to think creatively. Babies squish and squeeze the play dough into different shapes. This helps to strengthen their hand muscles and develop their fine motor skills. Older children concentrate as they make marks to represent the letters of their names. Toddlers explore shape sorters and learn about the concepts of 'big' and 'small'.

All children show an interest in books. For example, babies are able to pick up books and attempt to turn the pages. Older children enjoy group story times, where they share ideas about what is happening and what might happen next. They happily chat to staff, each other and the inspector. Staff support children to learn the skills that they will need to prepare them for the next stage in their learning, including starting school.

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

- The new manager has welcomed guidance and support from the local authority. She has addressed the actions raised at the previous inspection.
- Leaders continuously reflect on their practice. For example, the home corner in the baby and toddler room has recently been expanded to create more opportunities for children to develop their imaginations and communication skills.
- Staff support children with special educational needs and/or disabilities well. For instance, children spend one-to-one time with individual staff. Staff work closely with other professionals and follow their guidance when targets are set for the children. Leaders carefully consider how additional funding is spent, so it has the most impact for children.
- Younger children are familiar with daily routines. For example, staff provide clear instructions when children are going to have the nappies changed. This results in children understanding what is coming next. However, leaders have recognised that not all staff give older children clear enough instructions and notice when routines change, especially for mealtimes. This results in some children becoming frustrated and not being clear on what is expected of them.
- Staff manage children's behaviour well. Occasionally, when children need support with their behaviour, staff take the time to help children to understand how to be kind and share resources with their friends. This approach has a positive impact on how children respect and treat one another.

- Children are confident in their environment. They ask lots of questions and are eager to learn. Children demonstrate their growing independence. For example, they get themselves ready before they go and play outside, and lay the table before mealtimes.
- Children have plenty of opportunities to be physically active and they enjoy their time outside. Children practise their balancing skills when climbing across tyres. Staff remind children to take their time. This develops children's awareness of how to manage their own safety effectively.
- Children are provided with healthy, nutritious meals. Staff are aware of children's allergies and dietary requirements when serving food and ensure that these are adhered to.
- Staff talk positively about the nursery's leadership team. They say that they feel valued and can talk openly to the manager. The management team monitors staff's practice through various methods, such as observations and supervision meetings. However, these are not precise enough to ensure that all staff receive the necessary support and coaching to raise the quality of their teaching and interactions with children to the highest level.
- Parents are positive about the nursery and talk about the progress that their children have made. For example, they say that they have seen progress in their children's speaking, sharing and toilet training. Parents report that staff are friendly and approachable, and they have no concerns.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff demonstrate a good awareness of safeguarding practice. Staff understand the importance of recognising any cause for concern. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. They discuss safeguarding at every staff meeting. The recruitment and induction of staff are thorough, and individual suitability assessments are completed. Staff complete daily health and safety checks to ensure that the environment is safe. They record accidents and report these to parents. 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:

- continue to work with staff to provide older children with clearer instructions when routines change, especially at mealtimes, to understand what is coming next
- improve the ongoing coaching and support for staff to further develop their interactions with children and their overall teaching skills.

Setting details

Unique reference number	EY482806
Local authority	Barking and Dagenham
Inspection number	10221164
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	39
Number of children on roll	57
Name of registered person	Play & Learn Day Nursery Ltd.
Registered person unique reference number	RP903997
Telephone number	0208 220 5674
Date of previous inspection	12 January 2022

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 13 members of staff, six of whom hold a level 3 early years qualification, two have a level 2 qualification and five are unqualified. The provider is in receipt of funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Joanna Wilkinson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector spoke to various members of the leadership team in person during the inspection and the provider by telephone.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager and discussed the quality of education.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children and how they assess and plan for children's learning.
- The inspector observed children at play throughout the nursery, both indoors and outdoors.
- Children spoke to the inspector during the inspection and shared what they liked about the nursery and what they had been learning.
- Parents shared their views with the inspector.

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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