

# Inspection of Play B C Preschool

Old School House, Mill Lane, Carshalton SM5 2JY

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Inspection date: 16 January 2023

## **Overall effectiveness**

## **Requires improvement**

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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**

Generally, children arrive happily at the setting. They have positive relationships with kind and welcoming staff. This supports children to feel safe and secure. As children arrive, they enjoy updating adults on what has happened since they last saw each other. However, quieter children are sometimes overlooked and not noticed as they wait to speak to adults. This means that they lose interest and miss out on meaningful interactions.

Children's independence is well supported and promoted by staff. When going outside, children collect and put on their own coats, hats and gloves. This helps them to feel a sense of achievement. There are behaviour strategies in place; however, these are not fully effective as children do not understand what they mean. For example, children go over to a poster about walking, and they point to and repeat the word 'walk'. They then run off through the classroom.

Children, including children who speak English as an additional language, develop their communication skills well. However, some planned activities, such as carpet time, take place in very large groups and continue for long periods of time. As a result, children become bored and restless and do not engage with the learning experiences offered to them.

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

- Staff's individual supervision meetings do not provide effective coaching and mentoring to help identify and address improvements to their practice. They complete some training to enrich their practice and to help improve outcomes for children. For example, all staff have attended social communication training. However, the provider does not check that training has been effective and that staff remember what they have learned. For example, as staff move from room to room, they do not communicate this to each other, which means that there are times when staff deployment is not effective in supporting children in their learning.
- The provider has worked hard to create positive relationships with parents. They have strong processes in place to support these relationships, such as an online communication app, a supportive settling process and regular parent phone meetings to discuss progress and children's next steps. Parents speak highly of the setting and the staff. They comment that they feel very involved in their child's learning and have a good understanding of their child's next steps.
- Children enjoy a sociable lunch together. Staff are generally on hand to support with the unwrapping and serving of food. However, occasionally, staffing arrangements are not always consistent to ensure that children receive the help and supervision they need in line with the setting's policies and procedures.

Some staff support children with other tasks, such as handwashing and toileting, which results in other staff having too many children to supervise. At times, this leads to staff not noticing when children share food with each other. However, on the day of the inspection, this did not have a significant impact as none of the children had any specific dietary needs or allergies.

- Children follow effective hygiene routines throughout the day. They wash their hands as they arrive and before lunch and snack. During mealtimes, staff and children engage in conversation about different food groups and why it is important to eat a balanced diet, linking this to oral hygiene. This supports children to develop an understanding of keeping themselves healthy.
- Children's physical development is well supported. They freely access the garden throughout the day and enjoy playing outside. Children enjoy riding bicycles and scooters along the path and are encouraged to take age-appropriate risks while using the climbing equipment.
- Staff demonstrate an understanding of some good behaviour strategies. However, these are not always implemented effectively. For example, when a child takes a toy from another, staff offer an alternative and promote discussion to support behaviour. However, the child who had the toy taken off them is not supported and quickly loses interest, walking off. This means that behaviour strategies are not fully effective.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear idea of their roles and responsibilities in keeping children safe. They carry out daily checks of the indoor and outdoor environments to ensure these are clean, suitable and secure. Staff have a clear knowledge and understanding of child protection. Staff understand how to identify concerns, and they know the procedures to follow if they need to report their concerns about children or adults. Staff access safeguarding training that helps to keep their knowledge up to date. Parents are given information relating to local and national safeguarding concerns, such as keeping children safe online.

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

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

	<b>Due date</b>
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implement effective supervision, coaching and training to review the quality of teaching, to ensure that all staff retain knowledge and have the confidence to fulfil the requirements of their role	16/03/2023
ensure that staff implement mealtime routines to meet the health and safety policies and procedures.	16/03/2023

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

- review the organisation and routine of some activities to ensure that all children remain interested and engaged
- ensure that staff understand how to consistently maintain and implement appropriate behaviour strategies for children.

## Setting details

<b>Unique reference number</b>	2602814
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10251604
<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>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Play B C Preschool Ltd
<b>Registered person unique reference number</b>	RP902502
<b>Telephone number</b>	07762741641
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Play B C Preschool registered in 2020. It is located in the London Borough of Sutton. The setting employs 14 members of staff, and of these, 13 hold early years qualifications at level 2 and above. The pre-school operates term time only, from 8am until 5pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Atkins

## 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 this into account in her evaluation of the provider.
- The manager explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice and evaluated the quality of activities together with the provider.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates and risk assessments.
- The inspector tracked the experiences of children to determine the progress they make.

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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