

Inspection of Playdays Preschool 5 @ Warren Hall

4 Mirfield Close, Romford RM3 8RW

Inspection date: 8 June 2023

| | |
|--|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children thrive in this extremely nurturing and caring nursery. Children approach activities with enthusiasm and excitement and are eager to learn. There is a sense of purpose and focus all around the nursery. Children investigate using tools, and learn what each tool is and how to use them safely. They use bricks to build with and demonstrate how they would use each tool to construct their buildings.

Children are confident and proud of their achievements. They pretend to do the laundry, skilfully pegging the washed clothes on the line. Children then explain that they need to iron them so that they do not have any creases. Children pretend to make pizzas. They share them with staff and visitors and are proud of their creations. They let staff know that their 'pizza' is pepperoni flavoured. Children demonstrate good behaviour. They show kindness and consideration for each other, and this results in high levels of well-being.

Children are building independence. They clear up after they have finished having snack. They scrape their own bowls and pour their own drinks. Children have a true sense of belonging. Most children know the rules and boundaries and why they are in place.

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

- Staff provide an ambitious and well-planned curriculum that keeps children engaged and focused on their learning. Staff know how to move children on in their learning and this results in children making good progress. For example, staff scaffold their learning when children are learning to climb up the climbing frame. They hold their hand and support them until they have mastered it, and are confident to try by themselves.
- Staff support children to understand the rules and boundaries of the pre-school. They encourage the children at the beginning of the day to point to a photo of a rule and say what it means. Children are learning how to manage their emotions and express themselves in a positive way. For example, children use play dough to mould happy and sad faces. However, there are occasions when staff do not consistently reinforce expectations, for example, the rules of games and the expectation that children walk when inside.
- Children make good progress in their ability to be independent. This results in high levels of confidence. Children wash their hands in preparation for snack. They select their cereal, pour their own drinks and tidy away after themselves. Children confidently select what they want to do and staff skilfully adapt activities following the children's interest. Staff empower children to carry out small tasks and give them praise for the smallest achievements.
- Staff support children's language development. For example, children take part

in a 'bucket game'. Staff pull an object out of the bucket and children state what it is. Children listen with excitement and anticipation to the instructions as they wait to say 'go' and 'stop'. Staff listen carefully to children and wait for them to respond to questions. They repeat words and sentences back reinforcing the correct pronunciation.

- Staff support children's mathematical development. They use a tape measure to measure how tall their towers are. They ask the children to look at the tape and say what the number is. For less able children, staff ask if something is bigger or smaller. This contributes to the skills that children need to support their future learning.
- Children make good progress from their starting points, particularly children with special educational needs and/or disabilities. The special educational needs coordinator (SENCo) is an asset to the pre-school. She sensitively supports the children and has high expectations of what the children can achieve. She provides stimulating and targeted activities, working closely with parents and other professionals to meet children's individual needs. The SENCo builds on what the children already know and prepares them for the next stage of their learning.
- Leaders are committed to providing the very best care and education for children. They have robust systems in place to monitor staff practice and hold regular supervision meetings. Staff report that their morale and well-being is high, and that they feel very well supported and part of a team.
- Leaders and staff develop good partnerships with parents. Parents say they would highly recommend the pre-school and say their children are making good progress. Parents are kept fully informed of their children's progress and any changes within the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. The manager has a good recruitment procedure and ensures that all staff have an induction. Staff are aware of how to report an allegation against a member of staff. Staff attend regular meetings, which helps to support their knowledge of safeguarding and ensure that it is up to date. The manager carries out regular risk assessments to minimise risks and maintain the children's safety.

What does the setting need to do to improve?

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

- support staff to consistently reinforce the rules and boundaries of the setting, so

children fully understand expectations.

Setting details

| | |
|--|---|
| Unique reference number | 2637704 |
| Local authority | Havering |
| Inspection number | 10285738 |
| 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 | 1 to 4 |
| Total number of places | 38 |
| Number of children on roll | 36 |
| Name of registered person | John Lakin and Claire Lakin Partnership |
| Registered person unique reference number | RP905704 |
| Telephone number | 07595603498 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Playdays Preschool operates out of a hall in the London Borough of Havering. The pre-school is open from 9am to 3pm daily during term time. The pre-school employs seven members of staff, of whom six hold an appropriate qualification at level 3. The pre-school offers early years funding to two-, three- and four- year-old children.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023