

Inspection of The Playroom

317 Garratt Lane, London SW18 4DX

Inspection date: 6 October 2023

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 happy and play well with their friends at this lively setting. Children learn to choose their own activities and develop their own interests. They are excited to explore the wide range of resources available. Staff are nurturing and responsive to children's needs. They give children lots of cuddles and reassuring words, which helps children to feel safe and secure. Babies beam with pride as staff praise them for developing new skills, such as pulling themselves up to standing and using a spoon to feed themselves. Older children enjoy playing outdoors. Staff support them to take turns on the bikes and join in with simple ball games. Children learn about the community around them. They enjoy regular visits to local parks and the library, which extends their knowledge of the world.

Leaders and managers are ambitious for children's learning. The curriculum provides children with a broad experience across the early years foundation stage. Staff plan fun opportunities for children to build on what they can already do. For example, babies use their finger muscles to explore the texture of foam, and older children develop further muscle control by learning to stretch and roll play dough.

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

- All children have a key person, who knows them well. Children develop secure relationships with all staff and seek comfort when they need it. For example, younger children hold up their arms for a cuddle when they get tired. Staff respond with smiles and kind words that support children's well-being.
- Staff plan experiences that are based on children's interests, which means children are highly engaged in their play. Children develop good levels of concentration and persevere in their chosen activities. For example, they spend long periods of time digging in sand and filling and emptying containers.
- The quality of teaching is good. Staff join in with children's play and demonstrate how to use resources, such as fitting construction blocks together. They chat to children about what they are doing and ask simple questions that extend children's thinking and learning. This helps children to make good progress.
- Children generally behave well and learn to follow simple instructions. They are polite and kind to each other. For example, older children learn to share and say, 'it's your turn', when they have finished using a toy. Staff teach children to say 'please' and 'thank you' and encourage babies to use signs to do this.
- There are times when routine tasks take staff away from interacting with children and supporting their needs. This means some children become bored and struggle to control their behaviour, which leads to minor incidents such as snatching toys. However, staff help children to resolve these sensitively.
- Older children have opportunities to hear other languages, such as Spanish,

during extra classes. They are enthusiastic to join in with the songs and rhymes. However, children who speak English as an additional language do not have opportunities to hear and use their own language in the setting.

- Staff teach children to develop independent self-care skills. Babies learn to feed themselves, and toddlers learn to clean their hands with sanitiser when coming in from the garden. This teaches children good hygiene practice to keep themselves safe.
- Leadership and management is effective. The manager is a strong role model and works alongside the team to provide guidance on meeting children's needs. Staff say they feel well supported through one-to-one meetings and regular training to extend their knowledge of child development.
- The manager uses suitable strategies to support children with special educational needs and/or disabilities. Staff liaise with parents to share techniques to meet children's needs and support them to make good progress.
- Partnerships with parents are good. Staff use a digital app to show the progress children make, sharing observations and photos with parents. Staff share ideas of what parents can do to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There are effective safeguarding procedures in place. The manager has provided staff with training to update their knowledge. This means all staff have a good knowledge of child protection and how to report their concerns, including any potential concerns about staff's behaviour towards children. Staff who work with babies have a good knowledge of safe-sleeping practice and monitor sleeping babies appropriately. Risk assessments are regularly reviewed, which means hazards are promptly identified and minimised to keep children safe. All staff have enhanced Disclosure and Barring Service checks, and the majority hold paediatric first-aid certificates.

What does the setting need to do to improve?

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

- develop strategies to manage transition times to ensure children's individual needs continue to be met at all times
- extend opportunities for children who speak English as an additional language to hear and use their own languages.

Setting details

Unique reference number	EY484873
Local authority	Wandsworth
Inspection number	10311134
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	0 to 3
Total number of places	32
Number of children on roll	44
Name of registered person	Playroom London Limited
Registered person unique reference number	RP907132
Telephone number	0208 877 2668.
Date of previous inspection	11 January 2022

Information about this early years setting

The Playroom registered in 2015. The nursery is open from 8am to 6pm, Monday to Friday, for 48 weeks of the year. The nursery employs 21 staff, including two directors. Of these, 15 staff hold childcare qualifications from level 2 to level 6. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Kyrstie Gennoe

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 that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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