

Inspection of Play B C Preschool

Old School House, Mill Lane, Carshalton SM5 2JY

Inspection date: 13 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive eager and ready to start their day at the pre-school. They are pleasantly greeted at the door by staff. Children see the warm, positive relationships staff build with their parents when they arrive at drop-off and collection times. This helps children to feel at ease with the staff and supports their bonding with staff. New children are well supported to separate from their parents. Children are happy. They show that they feel safe, for instance, when they approach staff for comfort and reassurance.

Children benefit from the meaningful learning experiences that leaders and staff provide. This is because leaders and staff think carefully about what they want children to learn. Children's needs and interests are considered when staff plan learning experiences. For example, when children show an interest in making pizza, staff arrange a visit to the local pizza restaurant with the children and they learn about making pizza. This helps to broaden children's understanding and skills. Children learn a wide range of important new knowledge. For example, they learn to make and maintain friendships, develop their body coordination, and understand print. This helps them to be ready for future learning and school.

Children understand staff's high expectations for behaviour. For example, they confidently explain right and wrong behaviour through the use of green (good) and red (not so good) choices. Parents told the inspector that children use this learning at home with their siblings. Staff provide children with consistent emotional support and are constantly on hand to praise children's efforts and perseverance. Children feel valued and behave well.

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

- The manager has addressed the actions and recommendations from the last inspection. There is effective support for staff to help develop and maintain their knowledge and skills. For example, the team has accessed internal and external training. The manager has implemented supervision, coaching and monitoring of staff practice, which has enhanced the quality of teaching. This also supports staff's confidence and their ability to fulfil the requirements of their role.
- Staff ensure that health and safety requirements are effectively met during mealtime routines. Children know to sit at the table to eat during snack time and lunch. Staff ensure that they model these expectations well. For instance, staff all sit with the children while they eat and engage in conversations.
- Staff carefully organise and plan an ambitious curriculum that enables children to continually build on their knowledge and skills. They review children's learning and complete the required assessments, such as the progress check for children aged between two and three years. This enables staff to identify and plan good

levels of support to address any emerging gaps in children's development. Consequently, children are ready for the next stage in their learning and school when the time comes.

- The manager has implemented effective support for staff to develop and understand behaviour strategies for children. Staff have high expectations for children's behaviour and conduct. For example, staff provide children with consistent guidance to help them learn how to regulate and manage their own behaviour. They identify when early support is needed and any issues are quickly addressed. There is a secure key-person system. Children know who to turn to should they need reassurance or support. Interactions between staff and children are warm and genuine.
- Overall, the organisation and routine of the day is effective. However, at times, staff do not give children enough time to finish their play before tidying up. This does not help children to understand when an activity is coming to an end and another is about to start to ensure a smooth changeover.
- The curriculum to support children's personal, social and emotional development and communication skills is evident throughout the setting. For example, children and staff interact very well as they play with coloured rice. Staff help children to talk about their feelings and to understand choices. They encourage children to use their words to express their needs appropriately. Staff introduce different vocabulary, such as 'special', 'squash', 'flatten' and 'knead', as children make their own story characters out of dough. Children talk excitedly about what they are doing.
- Children with special educational needs and/or disabilities (SEND) are supported well by staff. The special educational needs coordinator (SENCo) ensures that they make effective links with specialist professionals. Additional funding to support children is appropriately used. This is monitored to ensure children achieve good outcomes.
- Staff encourage children's independence. For example, older children confidently manage their personal needs in the bathroom and wash their hands. They put on and take off their own coats and boots. Younger children are guided by staff who help them understand what to do.
- Children enjoy playing in the garden, riding tricycles and scooters. They play ball games with staff, competently balancing and coordinating their body. They plant fruits and vegetables, such as potatoes and watercress, and watch them grow. Children learn about the different insects and animals they can find in the garden, such as squirrels, birds and snails. However, support for learning is not consistent. On occasion, staff do not take the time to understand what children are exploring and help them to extend their learning.
- Parents are complimentary about the quality of teaching and care provided. They comment that they are very happy with the staff and the service. Parents describe strong partnerships with their child's key person. They know about their child's development through regular information sharing in both face-to-face meetings and on the online app.

Safeguarding

The arrangements for safeguarding are effective.

The manager reviews the policies and procedures with staff, including the safeguarding policy and procedure. She ensures that all staff attend safeguarding training. Staff know how to identify the possible signs that a child may be at risk of neglect or abuse. They understand the procedure to follow if they are concerned about a child's safety and welfare. Management and staff are vigilant in their approach to protecting children. They have a thorough understanding of the different roles of safeguarding professionals and when to contact them. Staff carry out regular checks of the indoor areas and the garden to ensure that they are free from hazards. There are effective recruitment arrangements in place to ensure that staff are suitable, and remain suitable, for their role.

What does the setting need to do to improve?

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

- develop the routine in place further to support a smooth change in activities and help children understand expectations
- help staff to understand and identify when children are engrossed in play and how to use these opportunities to extend what they are learning.

Setting details

Unique reference number	2602814
Local authority	Sutton
Inspection number	10277394
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	2 to 4
Total number of places	40
Number of children on roll	29
Name of registered person	Play B C Preschool Ltd
Registered person unique reference number	RP902502
Telephone number	07762741641
Date of previous inspection	16 January 2023

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 15 members of staff. Of these, one holds a level 7 qualification in childcare, two hold qualified teacher status and ten hold early years qualifications at levels 3 and 2. The pre-school operates term time only, from 8am to 5pm, Monday to Friday. It is in receipt of funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Staff and children spoke with the inspector during the inspection.
- The SENCo spoke with the inspector about how they and staff support children with SEND.
- The inspector observed children's learning.
- Parents shared their views of the pre-school with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at a range of documentation provided by the manager and reviewed evidence of the suitability of staff.
- The manager and inspector completed a learning walk together of all the areas of the pre-school and discussed the early years curriculum.

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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