

# Inspection of Playdays Preschool

Harold Hill Community Centre, Gooshays Drive, ROMFORD RM3 9LB

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Inspection date: 6 November 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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 inadequate**

The safety and welfare of children cannot be assured. Managers do not understand their responsibility to inform Ofsted about significant events. They have not effectively shared their procedures with all staff. Managers do not fulfil their responsibility to report their concerns.

The staff spend time getting to know individual children. Children feel comfortable with all of the staff in the setting. Children go to staff for cuddles and reassurance. They feel safe and happy.

Staff plan ambitious opportunities for children to learn new skills. They teach children new skills based on their starting points. Children have good attitudes to learning as they experience challenges. Staff teach children to be independent. For example, children experiment with different materials to build houses for the three little pigs. They make houses of straw and wood. Children balance the wood and explore ways to join materials together. When they find things difficult, they keep trying. Children are happy to join in as they learn new skills. Staff teach children to dress themselves, wash their hands and put their coats on to go outside. At snack time, children choose their own foods. They carefully use tongs to put their foods on their plate. Staff teach children increasingly trickier challenges. Children learn to be independent and do things for themselves.

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

- The leadership and management of the setting are not effective. Managers do not have a good enough understanding of their responsibilities to keep children safe. Managers do not ensure that they understand and follow their procedure for reporting concerns to Ofsted. This has a significant impact on children's safety and well-being.
- The manager and staff plan a curriculum with a clear intent. They aim to support children to be active explorers who select their own activities. Children are confident as they make choices about what they are learning. Staff use their knowledge of the skills children need to develop to extend their learning. Children are well prepared for the next stage of their education.
- The curriculum is well sequenced. Staff find out what children know and can do. They use this information to plan a varied and challenging selection of activities that children enjoy. Children are able to build on prior knowledge and skills. They have positive attitudes to learning.
- Staff effectively identify children with gaps in their learning. They access external advice and support where appropriate. Children with special educational needs and/or disabilities reach their developmental milestones.
- Staff interact well with children. They teach new vocabulary in a way that

children understand. Staff repeat words and narrate what children are doing in their play. Although this does not affect children's attitudes to learning, children do not always use vocabulary at the most ambitious levels.

- Staff teach children the rules of the pre-school. Children listen to staff and follow instructions. They join in as staff count down from five and sit on the carpet ready for focused activities. Staff teach children to share and take turns. Children cooperate well with one another. They behave well.
- Parents report that children are developing social skills at the pre-school. They receive regular updates about what their children are learning. Parents say that this helps them to extend children's learning at home. Partnerships with parents are strong.
- Staff understand that it is important for children to spend time in the fresh air. They go outside in the garden in all weathers. Children play with sand and climb on large equipment. They dig with their hands and other tools. Children learn that being physically active in the fresh air helps them to be physically strong.
- Managers use funding to support disadvantaged children to achieve the best possible outcomes. This includes planning for training for staff and purchasing resources that help extend children's knowledge and skills. All children make good progress in their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers do not understand that a failure to report concerns to Ofsted and relevant safeguarding partners compromises children's safety and well-being. Managers create policies and processes for referring concerns. However, these are not consistently followed. Managers do not have clear roles and responsibilities for reporting or checking that appropriate action has been taken. Systems for keeping children safe are not strong. Staff have adequate understanding of the signs and symptoms of abuse. They regularly attend training to keep their safeguarding knowledge up to date. However, failings in safeguarding by managers compromise the children's safety and well-being.

## 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>
ensure managers understand their responsibility to inform Ofsted about significant events	10/12/2023

improve the understanding of all staff of the requirement to report safeguarding concerns to appropriate safeguarding partners without delay.	10/12/2023
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**To further improve the quality of the early years provision, the provider should:**

- further develop how staff plan communication and language activities to maximise children's opportunities to use new language.

## Setting details

<b>Unique reference number</b>	EY410777
<b>Local authority</b>	Havering
<b>Inspection number</b>	10289043
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	John Lakin and Claire Lakin Partnership
<b>Registered person unique reference number</b>	RP905704
<b>Telephone number</b>	07595603498
<b>Date of previous inspection</b>	9 November 2017

## Information about this early years setting

Playdays Preschool opened in 2010. It is situated in Harold Hill, in the London Borough of Havering. The pre-school is open Monday to Friday, from 9am to 3pm, during term time only. The provider employs eight members of staff, three of whom hold relevant early years qualifications at level 3. The pre-school provides free funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kate Daurge

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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.
- Parents shared their views of the setting with the inspector.
- 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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