

Inspection of Playdays Preschool

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

Inspection date: 22 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive excited and eager to play and learn. Staff effectively promote children's happiness and safety in this nurturing pre-school. For example, they welcome all families on arrival and obtain and share important information to support children's care and education throughout the day. Staff offer an ambitious curriculum, building children's learning over time. For example, staff know the children well and plan individual learning experiences to help prepare them for their eventual move on to school. Staff observe children and find out about their interests and their developmental levels. Children make good progress from their starting points.

Staff support children to gather together during circle time and have conversations. Children engage in activities which help support and build their social interaction, language and physical skills. Staff help children to focus their attention by using their names when they question them about their weekend activities. Staff teach children simple breathing techniques. As a result, children learn to regulate their feelings and behaviour. Children are well behaved and respectful. Staff support children to learn about oral hygiene. Children learn about why toothbrushing is important, and they develop their fine motor skills. Staff help children to settle when they start, by offering them sensory experiences from the 'calm down' box.

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

- Parent partnerships are a key strength in this pre-school. Staff update parents about their child's development and next steps in learning. Parents are offered a range of reading books to take home and read to their child. Parents speak highly of staff and describe the support they receive and the progress their child has made since starting. This all helps children to prepare for their eventual move on to school.
- Staff provide inclusive care and education to all children and identify children's particular needs. They work with parents and external agencies to support children with special educational needs and/or disabilities (SEND). This helps all children to make the best possible progress according to their individual abilities.
- Leaders use additional funding well. They assess the needs of children and purchase resources to help them. For example, they purchase sensory toys and games to help manage children's behaviour.
- Staff well-being is a priority. The staff team works well together and shares ideas for children's learning. Staff are offered regular supervisions and opportunities for further training and to develop their professional practice. However, at times, some staff miss opportunities to extend children's learning so that children gain the most from their learning.
- Leaders have a good understanding of their strengths and weaknesses. They

have developed the garden space to include three linked areas which offer children exciting opportunities to learn and develop. Children are creative and curious, and thrive as they play outdoors. They develop their physical skills through climbing, riding wheeled toys, digging and building.

- Staff support children as they play outside in the mud kitchen. Children enjoy play with natural resources. They share, take turns and create. Children use utensils to measure, collect and carry. This helps to build their mathematical awareness. Children develop confidence and a sense of themselves without the fear of making mistakes.
- Staff understand their roles and responsibilities in keeping children safe. They have completed safeguarding training and are knowledgeable about identifying any signs that a child may be at risk of harm. Staff are alert to any signs of radicalisation and know how and who to report their concerns to. Leaders ensure that they are updated about their understanding of safeguarding responsibilities. They work with safeguarding agencies to help keep children safe. Leaders ensure that staff are suitable when they start at the pre-school and remain safe to work with children. Staff examine the indoor and outdoor areas to ensure that any possible risks to children are removed.
- Staff support children to develop their language skills. For example, children take part in small-group activities such as the 'treasure bag' game. Children are encouraged to explore the objects before them and describe what they are.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- focus supervision more sharply on improving staff's individual skills and knowledge to better support children in their learning.

Setting details

Unique reference number	EY410777
Local authority	Havering
Inspection number	10324650
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	48
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595603498
Date of previous inspection	6 November 2023

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 between level 2 and 6. The pre-school provides free funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Caroline Preston

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector carried out joint observations of group activities with the manager.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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