

# Playdays Preschool

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

<b>Inspection date</b>	11/12/2012
Previous inspection date	10/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The setting has robust systems in place to support children in their learning. Consequently all children make good progress.
- Small group times offer well-planned and challenging experiences linked to children's individual learning needs.
- Children enjoy their play, develop close relationships with others and gain self-confidence.
- Staff have a good working partnership with parents and this encourages their involvement in children's learning.

### It is not yet outstanding because

- Free-choice play is not always well organised so that it consistently meets the needs of the youngest and oldest children in the setting.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children as they participated in play activities both indoors and outdoors.
- The inspector viewed the setting's documentation.
- The inspector talked children and with staff.
- The inspector talked with some parents.
- The inspector interviewed the manager and owner.

## Inspector

Jill Nugent

## Full Report

### Information about the setting

Playdays Pre-school is a privately run provision. It registered in 1994 and re-registered under new ownership in 2010. It is one of four provisions in the same ownership. The pre-school operates from two rooms in a community centre in the London Borough of Havering. There is access to a secure outdoor play area. The pre-school is open from 9 am until 12 pm every weekday morning and from 12 pm until 3 pm every weekday afternoon except Thursday. The pre-school is registered on the Early Years Register. There are currently 86 children on roll and a team of eight staff employed to work with the children. The owner has a Foundation degree in early years and is working towards Early Years

Professional Status. The pre-school recently gained a Quality Mark in a local authority quality assurance scheme. The pre-school supports children with special educational needs and those who speak English as an additional language.

### **What the setting needs to do to improve further**

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

- review the organisation of free-play sessions in order to be more consistent in offering an enabling environment that meets the needs of children of all ages

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff use a rigorous system of observational assessment to plan for children's individual learning needs. This works well in enabling them to organise adult-led group activities that challenge and extend children in their learning. Staff assess children's progress, making reference to developmental criteria, and then explore ideas for new learning experiences. In this way they make sure that children are progressing as expected in all areas of learning. For example, children become confident in their use of language and enjoy getting involved in storytelling. They learn to count and compare, to recognise different sizes and shapes. Children show an interest in the natural world and living things, such as ladybirds and tadpoles. They learn about a wider world when celebrating cultural and religious festivals.

Staff set out a variety of resources for children to explore during free play sessions. Children enjoy opportunities to play with others as well as investigating on their own. For instance, a large group of children play happily with a train set while others become absorbed in mark-making. Staff are assigned to the different activities so that they can engage with children and promote their learning through talk. The setting has been involved in the 'every child a talker' project and most staff interact well with children. They initiate conversation, make relevant comments and ask open-ended questions so that children are encouraged to think. For example, a child is asked to clarify how long they want a piece of modelling dough. Staff offer support when necessary, for instance, when asking a child to count pictures in a book. However, not all staff interact as effectively with children during free play and this leads, at times, to very young children losing interest and wandering between activities.

Children have good opportunities to practise their physical skills in the outdoor play area.

They enjoy having a go at balancing, climbing and sliding. Staff offer alternative activities outdoors to those indoors, for example, digging in the sand pit or talking through a 'telephone hosepipe'. In conversation children acquire new vocabulary and increase their language skills. They begin to use talk to explore different roles in imaginative play. They enjoy listening to stories and joining in songs. Children develop good manipulative skills as they use different tools and equipment, for example, using paint brushes to create pictures or moulds and cutters to make shapes. They enjoy opportunities to express their own ideas creatively when using coloured pencils or paint on paper. In this way they begin to discover colour, pattern and shape.

### **The contribution of the early years provision to the well-being of children**

Children are well behaved and respond positively to staff's requests during the day. They feel safe and secure in the setting as adults are always on hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the setting. Staff promote an awareness of safety issues during play activities. For example, children learn to look for potential dangers on visits to the park and they practise road safety procedures. All children approach staff with confidence and are keen to try new activities, such as investigating a container of sawdust or a hairdressing kit.

Children learn to make a positive contribution to the setting, for example, tidying away after themselves. Staff maintain a calm atmosphere and encourage children to play harmoniously by helping them to negotiate or to use alternative resources. Children enjoy the opportunity to choose different activities during free play. Younger children show much interest in the resources set out around the room although some of the older four-year-old children tend at times to opt out of activities which do not appeal and devise their own imaginative games.

Snack times are well organised. Staff encourage children to be independent and to learn about healthy eating. Children choose from a selection of attractively arranged fresh fruits and drinks. They look after themselves during snack and are able to get ready for outdoor play independently. Children have opportunities to play outdoors during each session. Those who stay all day are encouraged to bring healthy lunches. Staff are attentive to good hygiene and remind children about using good hygiene practices themselves, for example, washing hands.

### **The effectiveness of the leadership and management of the early years provision**

The pre-school has effective procedures in place to promote the safeguarding of children in the setting. All the necessary documentation is in place and information about safeguarding is made available to parents. The owner continually reviews and updates all related policies and procedures. She ensures that all adults working in the setting are suitable to do so. Staff carry out risk assessments and safety checks in order to highlight any potential hazards to children. They are particularly vigilant about monitoring access to

the play rooms and also supervising children when moving around the premises. Staff regularly update their training in safeguarding and know what do if they have any concerns relating to child protection. Staff ensure that all records relating to children's health and safety are well maintained.

Staff are well deployed within the setting so that they can support children during free play and group activities. They make good use of an extra quiet room to offer more focused activities which are designed to extend children's learning. In particular they use these times to help older children gain key skills for the future which will help to prepare them for school. Staff liaise closely with parents regarding children's progress towards the early learning goals. Parents appreciate the different methods of communication offered by the pre-school, including home-school link books, written reports and consultations. There are effective systems in place for sharing information with other settings that children attend. The pre-school manager works closely with other professionals to support children with special educational needs. Staff also help children to transfer happily to school by organising visits and passing on learning journey files. Children benefit from the pre-school's strong emphasis on partnership working.

The pre-school owner actively monitors the provision for children with particular focus on staff's practice and children's individual progress. This helps her to ensure that practice is fully inclusive and staff successfully close any gaps in children's achievement. She offers good opportunities for staff to engage in professional development and is at present supporting staff in gaining a better working knowledge of the learning and development requirements of the revised Early Years Foundation Stage. All staff are included in a system of self-evaluation so that they have the opportunity to reflect on their own practice. The owner also seeks the views of parents and takes these into account when devising action plans for the future. Recent developments have included the introduction of a new outdoor play area and some new ideas for exchanging information with parents. In this way the setting continues to maintain a good capacity to improve.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY410777
<b>Local authority</b>	Havering
<b>Inspection number</b>	894952
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	38
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Claire Anne Lakin
<b>Date of previous inspection</b>	10/12/2010
<b>Telephone number</b>	07595603498

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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