

# Playdays

10 Cedar Road, Sutton, Surrey, SM2 5DA



## Inspection date

16 July 2015

Previous inspection date

3 March 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Partnership with parents is good. Staff encourage parental involvement with the setting through , newsletters, meetings and informal chats. This means parents are well-informed and contributes to support children's continuity of care and learning.
- Safeguarding is a priority for the provision. Members of staff are fully aware of the signs and symptoms of abuse and neglect, and understand the correct procedures to report any child protection concerns. This helps ensure children's welfare.
- A well-established and very effective key person system supports children to form strong attachments. This promotes children's emotional security and creates high levels of well-being.
- Members of staff are caring, calm and consistent in their approach with children. This means children listen attentively to adult explanations and learn to behave very well.
- All members of staff interact well with children. They use their good standard of teaching to promote children's curiosity to explore and engage in activities. As a result, children become involved in their play and subsequent learning is good.

### It is not yet outstanding because:

- Staff do not always continue to gather precise information from parents about their children, including those learning English as an additional language. This means they miss opportunities to enhance their language and early reading skills. For example, staff do not always develop the use of children's home languages in their play.

## What the setting needs to do to improve further

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

- consistently make the best use of information gained from parents to promote all children's language and early reading, including for those learning English as an additional language.

### Inspection activities

- The inspector observed play and activities in the main rooms and outside area.
- The inspector spoke with parents and sampled their written feedback to take account of their views.
- The inspector undertook a joint observation with one of the managers.
- The inspector spoke with staff regarding their understanding of safeguarding procedures and children's learning and development.
- The inspector sampled a range of documentation.

### Inspector

Hilary Welland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Members of staff have good understanding of the requirements of the Early Years Foundation Stage and knowledge of how children learn through play and exploration. They use their observations, assessments, and professional skills, to include quality resources, plan stimulating activities and ask open questions. These ignite children's interest, involvement and promote their further thinking. For example, children are encouraged to work out the best methods to transport water from the well. They use resources such as bamboo shoots to channel the water, and estimate the volume of buckets needed to fill a large container. Children learn about the natural world through hands-on experiences, as well as referencing in books. They count the number of butterflies that have hatched out in their net container, and explain their understanding how these developed from caterpillars, and that they will release them on the last day of term.

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

Children develop extremely good understanding of healthy lifestyles. The very well-equipped outdoor area provides ample space for physical play and exploration in the fresh air. They learn about healthy diets as they chat about different foods, and grow fruit and vegetables in the garden, proudly showing their harvest of potatoes, and explaining their understanding of how these grow in the ground. The provider strongly promotes children's health, hygiene and safety. Members of staff regularly check and clean the toilet and washroom areas throughout each session, and complete robust risk assessments for all areas of the setting, as well as for outings. Children develop good hygienic habits. They learn how to wash their hands before snack, and after using the toilet. Children develop good understanding of safety routines, and learn how to avoid accidents. They know the need to listen to adult instructions when practising fire drills, and to make sure no one else is in the way when they jump off the climbing frame.

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

The provider has strong partnership with external agencies and other providers, including schools. As a result, children receive very good support, including those with special educational needs and/or disabilities. This helps children make good progress from their starting points, and prepares them well for school. The managers are highly qualified and experienced. They encourage their dedicated staff to further their knowledge by undertaking professional research and training. This promotes continuous professional development, and contributes to raise the good quality of provision to benefit children. For example, one practitioner's research resulted in the inclusion of targeted resources, which particularly engaged boys, as well as other children, to develop their early writing skills.

## Setting details

<b>Unique reference number</b>	139946
<b>Local authority</b>	Sutton
<b>Inspection number</b>	841399
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	27
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Linda Speck & Carol Moore Partnership
<b>Date of previous inspection</b>	3 March 2011
<b>Telephone number</b>	07932 730968

Playdays registered in 1994, and is situated in Sutton, Surrey. The pre-school provides funded early education for children aged two, three, and four years. They support children with special educational needs and/or disabilities, and those who learn English as an additional language. The pre-school opens 5 days a week, except for Tuesday afternoon, for 38 weeks a year. It offers a variety of sessions: morning sessions from 9.00am until 12 noon, five days a week; afternoon sessions on Monday, Wednesday, Thursday and Friday, from 12.30 until 3.00pm; full day sessions on Monday, Wednesday, Thursday and Friday from 9.00am until 3.00pm, and lunchtime sessions all week, 9am until 1pm. There nine members of staff, six hold level 3 early years qualifications and one at level 2. The managers hold BA Honours Degrees in Early Years, and Early Years Professional Status.

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