

# Playdays Preschool

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



<b>Inspection date</b>	11 November 2016
Previous inspection date	11 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not make the most of their teaching skills and opportunities to interact with children to help them make the best possible progress. Children do not consistently develop all the skills they need to prepare them securely for the next stage in learning.
- At times, staff do not use the available resources effectively to provide activities and experiences which challenge, motivate and consistently interest children in learning.
- Staff do not organise effectively how they move children around the setting to minimise the disruption to their learning.
- Self-evaluation is not effective in identifying all weakness in practice to target areas to improve and help raise outcomes for children.

### It has the following strengths

- Children are happy and settle quickly. They have positive relationships with staff and each other. This helps to support children's emotional well-being.
- Staff have links with other professionals. This helps to provide appropriate support for children who have special educational needs. For example, they share information and make use of additional funding to provide resources to help meet children's individual needs.
- Children enjoy being outside. For example, they play imaginatively together, such as with sand and pieces of wood.
- There are effective links with local schools, which helps staff support children to feel confident about their move to school.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the quality of teaching and interactions with children to help them make the best possible progress	16/12/2016
■ provide children with consistently challenging and stimulating experiences and use the available resources more effectively to help keep them fully engaged and motivated in their learning.	16/12/2016

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

- review and develop further the organisation of some daily routines to minimise the time children are left waiting
- make effective use of self-evaluation to identify weaknesses to target areas to improve and raise outcomes for children.

## Inspection activities

- The inspector spoke to parents, staff, children and the provider at appropriate times.
- The inspector observed staff interacting with children indoors and outdoors.
- The inspector completed a joint observation with the provider and held discussions regarding the learning that took place.
- The inspector held a meeting with the provider and the previous manager.
- The inspector sampled relevant documents, such as evidence of staff suitability checks, risk assessments, accident and complaint records and children's learning journals.

## Inspector

Sue Mann

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider is currently managing the pre-school until she recruits a new manager. She has begun to evaluate and identify areas of weakness. The provider has recently started to meet with staff individually, for example, to find out their training needs to help develop their skills and knowledge. However, this is at an early stage and is not fully embedded to raise the quality of teaching. For example, some staff are not confident in their interactions to consistently help children to build on their knowledge and skills. Safeguarding is effective. Staff understand their role and responsibility to protect children and report any concerns they may have. They record all accidents and injuries and share this information with parents.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not use the wide range of resources available effectively to provide children with consistently interesting, stimulating and challenging play activities. For example, they do not recognise when to add additional resources to extend and develop children's play further. Nevertheless, children enjoy playing with resources such as dough and use it in a range of ways. For example, some children take it to the play kitchen, while others push wooden shapes into it and observe the patterns they make. Children develop an understanding of the wider world and their community. For example, they use cut apples and carrots to make prints on paper to represent poppies. Staff teach children about the significance of the poppies and the people who help to keep us safe.

### **Personal development, behaviour and welfare require improvement**

Children are happy, settled and have suitable relationships with staff and each other. They allow other children to join in their games and share their thoughts and ideas in their play. For example, children help each other find the two outer shell parts to toy eggs and discuss the possibility of dinosaurs hatching. Staff meet with parents, for example, to keep them informed about their children's day and achievements. Overall, children's behaviour is appropriate for their age and stage of development. However, at times, staff do not effectively manage how they move children, for example, between the rooms and outside to minimise the time they are waiting while everyone is organised.

### **Outcomes for children require improvement**

Children make some progress, including those with starting points which are lower than typical for their age. They develop confidence and learn to manage simple tasks, such as sorting out the food in their lunch boxes independently. Children freely talk to staff and their friends and ask for help when needed. They develop their early writing skills, for example, making marks with their fingers in sand and drawing on paper outside. This helps children to develop some of the skills they need for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY410777
<b>Local authority</b>	Havering
<b>Inspection number</b>	1058933
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	John Lakin and Claire Lakin Partnership
<b>Registered person unique reference number</b>	RP905704
<b>Date of previous inspection</b>	11 December 2012
<b>Telephone number</b>	07595603498

Playdays Preschool first registered in 1994 and re-registered under new ownership in 2010. It is one of nine provisions owned and run by the provider. The pre-school operates from two rooms in a community centre in the London Borough of Havering. The pre-school is open from 9am to 3pm every day except for Thursday, when it is open from 9am to midday. There are 11 staff employed to work with the children, all of whom have appropriate early years qualifications. The provider has a level 5 early years qualification. The provider receives funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

