

Inspection date

21 February 2018

Previous inspection date

16 July 2015

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

Summary of key findings for parents

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

- The providers, who are also the managers, have not ensured that at least one person holding a full paediatric first-aid certificate is on the premises at times when children attend.
- Managers have not fully explored other ways for staff to further develop their professional development to a higher level.

It has the following strengths

- Managers and staff provide a wide range of exciting activities. Children are enthusiastic, keen and motivated learners. For example, children make 'mud pies', as they skilfully scoop and dig in the mud kitchen.
- The effective use of robust recruitment systems ensures all new staff are suitable to undertake their role to keep children safe from harm.
- Staff support children's early mathematical skills well. For example, children count the dots on dice, line up animals on number lines and explore different shapes as they build towers together. They have lots of fun as they knock the towers down.
- Managers and staff support children who have special educational needs (SEN) and/or disabilities very well. They work in partnership with other professionals to further support children's care, learning and development.
- Staff support children's early communication and language skills effectively, such as their enjoyment in singing traditional songs. For example, children excitedly choose each other to be the farmer or farmer's wife.
- Children's behaviour is good. Staff are consistent with their approach to help children to take turns. When children bump into each other, they politely say 'sorry about that'!

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- ensure that at least one person holds a current paediatric first-aid certificate during the times children are on the premises. 29/03/2018

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

- pursue other ways to fully support continuous professional development, to further develop staff knowledge and skill to an even higher level.

Inspection activities

- The inspector had a tour of the premises with the manager, indoors and outdoors.
- The inspector observed children during their play. She discussed their development with the key person and children's next steps in learning.
- The inspector held a meeting with leaders at convenient times.
- The inspector viewed documentation, such as accident and incident records, risk assessments, safe recruitment procedures and staff suitability checks.
- The inspector completed a joint observation with one of the managers. She discussed the quality of teaching and the impact of this on children's learning and development.

Inspector

Jane Morgan

Inspection findings

Effectiveness of the leadership and management requires improvement

Although managers and staff regularly attend refresher paediatric first-aid training, leaders do not ensure this meets the statutory requirements of being a full paediatric first-aid course that consists of a minimum of 12 hours. Managers provide staff with valuable support and guidance, such as through regular supervision and staff meetings to ensure good-quality teaching. However, staff do not access a broad range of training opportunities to develop further their professional skills and knowledge. Managers regularly reflect on practice to identify strengths and most areas for improvement, such as to further support children's use of technology. Safeguarding is effective. Leaders and staff have a good knowledge of their responsibility to report any concerns about a child's welfare. They actively seek and act on the views of children and parents to drive continual improvement.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. Managers and staff deploy themselves appropriately to ensure they support children well. They identify children's next steps in their learning to help them make good progress. Managers and staff enhance children's early literacy skills further. For example, children practise their early writing skills as they learn to hold pencils correctly to write shopping lists in the role-play area. Children concentrate intently as they carefully put tiny shoes on dolls. Staff have high expectations of all children. They help children recognise three-dimensional shapes and count beyond 20. Staff help children to use one-handed tools. They sit with children and show them how to use scissors correctly. Managers and staff positively engage parents to further support their children's learning. For example, children choose a book every week to take home, and parents comment that children thoroughly enjoy reading books over and over again with them.

Personal development, behaviour and welfare require improvement

The weakness in leadership and management does not assure children's welfare sufficiently. Nevertheless, managers confidently explain the appropriate actions to take, should a child require emergency first aid. Therefore, the impact on children's welfare is minimal. Children are emotionally secure. They have formed very close relationships with managers, staff and each other. Children excitedly invite friends to their birthday and regularly give staff cuddles. They are confident and independent, with a strong sense of belonging. Children choose their name and photograph cards when they first arrive. Staff help children value the diversity of other children's home experiences. For example, during Chinese New Year, they help children to say 'Happy New Year' in Chinese.

Outcomes for children are good

Children who have SEN and/or disabilities and those children for whom the pre-school is in receipt of funding receive effective support. Gaps between different age groups are rapidly closing. All children make good progress from when they first start. They develop the key skills needed for the next stage in their learning, including their eventual move to school.

Setting details

Unique reference number	139946
Local authority	Sutton
Inspection number	1121778
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	48
Name of registered person	Linda Speck & Carol Moore Partnership
Registered person unique reference number	RP522103
Date of previous inspection	16 July 2015
Telephone number	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. It offers a variety of full day and part-time sessions from 9am until 3pm, five days a week, and lunchtime sessions all week from 9am to 1pm. There are nine members of staff, of whom, four hold early years qualifications at level 3 and two are qualified at level 2. The managers hold BA Honours in Early Years and have achieved early years professional status.

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