

Inspection date	29 November 2018
Previous inspection date	21 February 2018

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

Summary of key findings for parents

This provision is good

- The manager and staff are dedicated to their roles and work well together as part of a friendly and motivated team. There is an ongoing commitment to raising standards and delivery of the highest-quality provision for children and their families.
- Staff's partnerships with parents are a key strength. Staff forge close links with parents and keep them well informed about children's development and well-being. Parents praise the staff team highly for the care and attention it gives their children.
- Staff are caring, kind, and form good relationships with children. Children are happy, settled and confident to explore the indoor and outdoor activities and environment. Children demonstrate a real sense of belonging and behave very well.
- Staff value children's play. They plan a range of suitable and enjoyable activities that builds on what children already know and can do.
- Staff support children with special educational needs and/or disabilities very well. For example, they work closely with other professionals and implement specific activities that enable children to make good progress in relation to their starting points.
- At times, staff do not make the best use of opportunities to encourage children to understand and make comparisons between quantities, weights and lengths to enhance their learning.
- On occasions, staff do not provide enough challenges for older children to help enhance their engagement in activities and widen their experiences.

What the setting needs to do to improve further

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

- provide further support for children to develop their mathematical skills to an even higher level
- offer a greater level of challenge for older children to make the best use of opportunities to enhance their interests and learning.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager and discussed the quality of teaching.
- The inspector held meetings with the pre-school managers. She looked at relevant documentation. The inspector checked evidence of the suitability of staff working in the pre-school, including paediatric first-aid certificates and children's records.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff have a firm understanding of a wide range of safeguarding issues, including the procedure to follow to report concerns. Leaders' recruitment processes are robust and help to assure the suitability of adults working with children. Staff receive regular training and support to help enhance their continuous professional development. This further develops staff's knowledge and skills, to promote the quality of teaching and improve outcomes for children. Managers monitor staff's practice well and the progress individual and groups of children make. They identify trends in children's development and gaps in their learning. Managers ensure gaps are addressed quickly and help children catch up. Self-evaluation is effective. Managers have addressed the action from their last inspection and all staff now have a paediatric first-aid certificate to help promote the safety of children. Parents speak highly of the staff team, describing it as 'friendly, caring and very approachable'.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's development to plan activities that children enjoy and support their learning well. They respond with enthusiasm to children's choice of activities, moving between the indoor and outdoor environment to effectively support children's curiosity and eagerness to learn. Staff interact excitedly with children and sensitively participate in their play to encourage their ability to explore. They support children's language skills very well. For example, staff encourage children to listen carefully, to think, identify and name a range of sounds and items in the game. Staff provide many opportunities for children to climb, run and ride around in large equipment and develop their physical skills.

Personal development, behaviour and welfare are good

Staff provide a welcoming environment for all children and their families. They ensure children are consistently cared for by the same staff who understand their individual needs. Staff encourage children's confidence well. For instance, they praise children's achievements and gently support their play. Staff provide opportunities for children to experience positive social interaction. For example, during meal and snack times they sit alongside staff and their peers. Staff support children to make healthy food choices and follow good hygiene routines. Staff encourage children to develop high levels of independence. For example, older children put their coats on and younger children are encouraged to try this independently.

Outcomes for children are good

Children are happy and settled. They show good levels of self-motivation and an eagerness to learn. Children communicate confidently and considerately with each other and staff. They enjoy listening to and re-enacting their favourite stories. Children are developing early literacy skills and older children attempt to write their own name. They count and show an interest in numerals. Children have good imaginations and join in pretend play. They are respectful and invite others to share their experiences. Children acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school.

Setting details

Unique reference number	139946
Local authority	Sutton
Inspection number	10080467
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	47
Name of registered person	Linda Speck & Carol Moore Partnership
Registered person unique reference number	RP522103
Date of previous inspection	21 February 2018
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 until 12.30pm and 1pm until 3pm. There are nine members of staff. Of whom, five hold early years qualifications at level 3 and two are qualified at level 2. The managers hold early years professional status.

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