

Inspection of Playaway Nursery (blc) Limited

Barking Learning Centre, 2 Town Square, Barking, Essex IG11 7NB

Inspection date: 9 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Leaders and staff have created a bright and happy environment where every child is greeted by their name and a warm welcome. Children's well-being and safety are prioritised. As a result, children are settled and secure. The friendly environment gives them confidence to explore the many interesting activities staff plan for them. Children behave well. Staff have high expectations of children's behaviour. They show respect and listen to what children say. They provide gentle reminders and explanations to help children learn about rules and boundaries. Children show respect for others, encouraging their friends to join in and take turns.

Children are eager and curious to explore. They play in the nursery garden, learning to pedal on bikes and throwing balls. They enjoy dressing up as doctors in the role-play area. They create story lines as they go, such as taking care of their friends, wrapping them in bandages and giving them medicine. Leaders ensure that the curriculum is ambitious and challenging for all children. This means that all children, including those with special educational needs and/or disabilities (SEND), make the best possible progress in their overall development.

What does the early years setting do well and what does it need to do better?

- All staff know the children well, and they regularly observe and track children's progress. They plan activities based on children's interests, what they know, what they can do and what they need to learn next. Any gaps in learning are quickly identified and supported. Children are well prepared for the next stages in their learning.
- Staff provide lots of opportunities for all children to sing songs, listen to stories and have conversations with each other. Children benefit from regularly hearing new words, which broadens their vocabulary. Overall, all children, including those who speak English as an additional language, make good progress in their communication and language development.
- Children behave well and are motivated to learn. Staff praise children as they learn new knowledge and skills. However, on occasion, children can find it hard to focus on chosen activities as the learning environment can become busy and the noise levels can distract some children.
- There is a strong focus on supporting children to learn about leading healthy lifestyles and making healthy choices. Staff ensure children have daily physical exercise to support their physical well-being. Children look forward to the healthy snacks and meals, where they can make choices on what and how much they eat.
- Children have a wide range of opportunities to develop their independence and self-care skills. They are learning to put their coats on and manage their own personal needs, such as going to the toilet and accessing water when they need

it. Children make choices in their own play and independently access resources. They are learning to keep themselves and others safe by tidying up after themselves and encouraging their friends to do the same.

- Leaders and staff support children with SEND and those who may need extra support well. Leaders are dedicated to promoting children's and staff's development. They work with professionals and use strategies recommended to support children's development. Leaders ensure that additional funding is used appropriately, such as supporting staff to attend training and purchasing resources to further support learning and development.
- Leaders work hard to engage parents through workshops and sharing information about their children's developments. Parents value the positive contribution leaders and staff make to their children's lives and the progress they have made since starting the nursery. However, some parents are not aware who their key person is and how they can support their children's learning at home.
- Supervision arrangements are used to identify and support staff's needs. Leaders support staff in their practice well. There are lots of opportunities for professional development. For example, staff have gained childcare qualifications. This has had a positive impact on children's learning and staff's well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the learning environment to support children to focus on chosen activities
- build on communication and partnerships with parents, to keep them up to date with relevant information and involve them in their children's learning.

Setting details

Unique reference number	EY538218
Local authority	Barking and Dagenham
Inspection number	10367504
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	42
Number of children on roll	54
Name of registered person	Playaway Nursery Ltd
Registered person unique reference number	RP909973
Telephone number	07771 952853
Date of previous inspection	11 February 2019

Information about this early years setting

Playaway Nursery (blc) Limited registered in 2016. It is located within the Barking Learning Centre, in the London Borough of Barking and Dagenham. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery employs eight members of childcare staff, including the manager. Of these, six hold relevant childcare qualifications at level 3 or above. The nursery receives Government funding for 2-, 3- and 4-year-old children.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector carried out a joint observation. They looked at how well practitioners teach and what they want the children to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play in the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as evidence of first-aid training and Disclosure and Barring Service (DBS) checks.

We carried out this inspection 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.

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