

Inspection of Playdays Preschool @ St James, Collier Row

St James Family Church, 173 Chase Cross Road, Collier Row, Romford RM5 3YR

Inspection date: 23 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff greet children and parents as they arrive at this warm and friendly pre-school. Children start their day off well as staff encourage them to hang up their coats and bags independently. Staff plan and organise an ambitious curriculum ready for children to play and learn. Staff build strong and caring relationships to help increase children's confidence and self-esteem. Children demonstrate positive behaviour and are respectful towards each other and staff. All children are motivated and supported to learn, including those that require additional support.

Children enjoy their time in the large, spacious and exciting garden. They explore nature as they feel the textures of the grass and flowers. They stamp their feet as they experiment walking around the muddy parts of the outdoor space. Children look in awe at the large trees and ask staff questions about the trees. All of this supports children to express their thoughts and ideas as they communicate through talking. Children run around and move in different directions with great speed, all of which helps to further develop their physical skills. Children socialise with each other as they engage in building activities with large bricks. They navigate the space around them and negotiate amongst themselves how to stack the bricks.

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

- Support for children with special educational needs and/or disabilities (SEND) is good. Any additional funding is used to further support children, for example the purchase of new resources aimed at helping to increase children's all round development. Staff liaise with other professionals from the start, ensuring that children receive the help that they need. Staff always ensure parents are involved with decisions about their child. Staff implement learning plans for children that are tailored to meet their individual needs. All children make good progress from their starting points.
- Partnerships with parents are effective. Staff keep parents updated about their child's development through daily discussions and a messaging app. Parents are encouraged to support their child's learning at home. For example, children take bags home containing educational activities.
- Staff support children's communication and language development well. For example, they use different ways to help children express their thoughts and ideas, such as by using visual cards and sign language.
- Engagement between staff and children is good. Staff know the children well and understand where they are with their development levels. However, at times, staff do not use their interactions with children to challenge them further and extend their learning.
- The staff team works well together and its morale is high. Staff are offered opportunities to develop their practice, for example through training. Staff are

developing their understanding of working with children who require additional help. Staff attend regular team meetings and supervisions, which help to build their skills, and they are able to discuss any issues that they may have.

- Staff read to children during group sessions on the carpet. Children respond to questions about the weather and about what day of the week it is. They discuss the red and green rules on behaviour and caring for others, all of which helps to support children's understanding of the world, their growing vocabulary and emotional well-being.
- Children enjoy creative activities. For example, staff encourage them to use their imagination and fine motor skills to draw flowers. This helps support children to develop their hand-eye coordination.
- Staff make use of the large hall that children play in to organise a wide range of learning opportunities across the areas of learning. Staff are mindful that after each day they have to pack everything away. Children move freely across the hall and decide on their own play.
- Staff support children to act out what they know. Children play in small groups in the pretend home area, all of which supports their social and emotional skills as they share and take turns.

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:

- support staff to make the most of opportunities when interacting with children to help challenge them to build on their interests and expand their skills.

Setting details

Unique reference number	2733913
Local authority	Havering
Inspection number	10400323
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	24
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07595603498
Date of previous inspection	Not applicable

Information about this early years setting

Playdays pre-school @ St James, Collier Row registered in 2023 and is situated in the London Borough of Havering. The pre-school opens from 8.30 am to 2.30pm, Monday to Friday, term-time only. There are five members of staff who work directly with the children. Of these, four hold a relevant early years qualification at level 3. The setting accepts early education funding for eligible children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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