

Inspection of Play2Learn

Berkeley Avenue, Cranford, Middlesex TW4 6LB

Inspection date: 24 March 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Staff at this nursery have an exceptional understanding of each child's learning, which they establish from the beginning. They gather extensive information about children to develop an ambitious and well-structured curriculum. Communication and language are central to this curriculum, as many children require additional support in these areas. Staff's teaching is highly effective, leading to rapid speech development among children. They also maintain close partnerships with parents and carers. Parents report that their children are very happy and excited to attend the nursery.

As part of the curriculum, staff are dedicated to fostering independence in all children. For instance, they encourage children to take age-appropriate responsibilities during snack times and mealtimes. Children demonstrate perseverance as they set the tables, sweep the floors and clean surfaces.

Staff consistently reinforce clear expectations for children's behaviour. This helps children to develop a strong sense of kindness and care for others. During group activities, children remind their peers of the nursery's 'golden rules' to keep each other safe. The relationships between staff and children are nurturing and supportive. Together, staff create an inclusive, warm and welcoming environment. As a result, children thrive and flourish. They gain the essential skills that will benefit them in their future education.

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

- The management team is made up of highly experienced individuals who serve as exceptional role models. Managers use their deep understanding of the community to offer children, including those from vulnerable and disadvantaged backgrounds, a wide range of enriching learning experiences. These experiences include opportunities to engage with nature, which many children might not otherwise have.
- Staff's morale is very high. They speak enthusiastically about the strong support they receive for their professional development and well-being. A previous training on multi-sensory approaches has further improved staff's abilities to enhance children's vocabulary, listening and attention skills. The impact of this training is particularly noticeable during group activities, where children enjoy listening, participating and sharing their thoughts with others.
- Staff's interactions with children, including those who are new and less experienced, are of high quality. They use their superb skills to manage children's emotions and adjust their teaching as necessary. For example, during group time, when children become energetic after counting and jumping, staff respond positively to help settle them down. Consequently, children re-engage

with their learning without delay.

- Staff's assessments of children's learning are rigorous, allowing a deep understanding of each child's skills. When additional support is needed, staff quickly implement targeted interventions. This leads to rapid and significant progress in children's development. For example, children with limited language skills can now express themselves verbally or use sign language. Children with previous restricted physical abilities demonstrate improved agility and risk-taking skills.
- Staff are exceptionally committed to working with parents. They provide unwavering support to parents so they can meet their children's educational and care needs at home even more effectively. This includes inviting parents to workshops where they learn about child development and the importance of play for children. Parents are extremely happy with all aspects of staff's work.
- Children are highly inquisitive and motivated learners. They enjoy listening to stories and singing nursery rhymes. Older and most-able children recall the sequence of stories and predict what will happen next. They use words, such as 'giant', 'rocket' and 'moon', which demonstrates their extensive vocabulary. Outside, children use their superb imaginations as they engage in a story about a bear. They navigate various obstacles during their adventure, demonstrating their impressive physical skills.
- Staff are very friendly and approachable, which allows them to build strong relationships with children. They embed their expectations clearly into daily practice. As a result, children feel confident, reminding each other about the importance of sitting properly and listening to each other.
- The management team's pursuit of outstanding practice is impressive. Since the last inspection, managers have evaluated the learning environments and created a more homely atmosphere for children. This change has significantly impacted how children start their day and manage transitions.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY414958
Local authority	Hounslow
Inspection number	10372130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	52
Name of registered person	Play 2 Learn Childcare Limited
Registered person unique reference number	RP530027
Telephone number	0208 759 5017
Date of previous inspection	3 April 2019

Information about this early years setting

Play2Learn registered in 2010. The nursery is independently run and operates within the grounds of Cranford Infants School, in the London Borough of Hounslow. The nursery is open during term time, from 8am to 4pm, Monday to Friday. There are 14 staff members, one of whom holds early years professional status. Eight staff members hold appropriate early years qualifications ranging from level 2 to level 3. The nursery offers government funded childcare.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The manager showed the inspector around the nursery and explained their early years curriculum.
- Parents shared their views on the quality of the provision with the inspector, which were taken into account.
- The manager and inspector observed two activities, inside and outside, and evaluated the impact they have on children's learning.
- The inspector reviewed relevant documentation and assessed evidence of the suitability of staff working in the nursery.
- The inspector discussed children's learning with staff and engaged with children.
- The management team spoke with the inspector about leadership and management matters.

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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