

Playwam Preschool

Unique reference number (URN): 2786417

Address: St. Marys Parish Hall, Langham Road, Teddington, TW11 9HF

Type: Childcare on non-domestic premises

Registered with Ofsted: 29/05/2024

Registers: EYR

Registered person: Playwam Preschool

Inspection report: 15 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children make demonstrable progress from their starting points. They achieve extremely well across the curriculum, with their communication and language developing securely. Children who start with limited vocabulary now speak confidently. They use a widening range of words and apply new learning in different contexts, such as joining in with key words from songs during music time. Children show resilience and perseverance, such as by practising and making a range of marks with the paint.

Children with special educational needs and/or disabilities and disadvantaged children take part in clear, targeted interventions that enable them to make secure progress from their starting points. Children thrive on consistent praise and encouragement from leaders and staff, which builds their self-esteem and motivation, supporting them to achieve. They work cooperatively during planned activities and daily routines, such as snack time and tidying away. Children show respect for one another and their environment.

Behaviour, attitudes and establishing routines

Strong standard ●

Staff promote positive behaviour through consistent and well-embedded routines and a high emphasis on regular attendance. They tailor their approach thoughtfully to reflect children's individual needs, levels of maturity and stages of development. As a result, children feel safe, secure and motivated. They engage very positively in their learning.

Children demonstrate that they securely understand the rules of the setting. They work together with their peers to tidy up. Each group of children tidies a key area of the space. They cooperatively tidy away the equipment with care. This gives them a deep sense of responsibility and ownership over their environment. Children line up swiftly when they hear the little bell ring and get ready to wash their hands in preparation for snack time. They smile with pride when they hear positive feedback and receive specific praise about what they have done well.

Key persons know their children remarkably well and form very trusting relationships that supports children's emotional wellbeing. These secure attachments give children the confidence to explore the environment independently and develop early learning behaviours.

Children's welfare and wellbeing

Strong standard ●

Leaders and staff establish a highly secure and inspirational environment, where children feel confident, valued and eager to learn. A carefully balanced blend of purposeful structure and open-ended exploration ignites children's curiosity, awe and deep engagement in their learning. For example, with close supervision, children take turns to carefully balance on the beam, showing both confidence and an emerging understanding of how to keep themselves safe.

Leaders and staff demonstrate an uncompromising commitment to high-quality and responsive care. They consistently promote a culture that celebrates every child's individuality. Staff meet children's emotional and physical needs with sensitivity and precision. This creates a highly secure environment in which children feel safe and supported. Children have cosy, calming areas and highly attentive staff on hand, who support them to regulate their emotions.

Children understand the importance of self-care and maintaining hand hygiene. They wash their hands before eating snack and after they have used the toilet. When they have runny noses, they independently access tissues. Children wipe their noses, put the tissue in the bin and then wash their hands afterwards. They explain that 'it helps to move the germs'.

Curriculum and teaching

Strong standard 

Leaders design a highly ambitious and carefully sequenced curriculum that responds precisely to children's needs. This ensures the best possible start to children's education. Staff use their secure understanding of child development to build consistently on what children already know and can do. They clearly identify the next steps in children's learning. Staff embed core books successfully across the setting to enrich children's language, promote vocabulary and enhance their understanding. Notably, cultural and community diversity is consistently promoted throughout the curriculum. The setting adopts purposeful and relevant topics, such as 'around the world' and uses key texts, for example 'The Snail and the Whale', as a hook into children's learning.

Staff plan purposeful physical development activities that connect with children's prior experiences and enable them to deepen their skills. For example, children enjoy balancing on the beam and participating in 'bike time' in the outdoor area. They enjoy strengthening their gross motor skills and improving their core strength. Staff consistently develop children's use of ambitious mathematical language through counting rhymes with actions. Staff lead high-quality music and singing opportunities that support children to enhance their personal, social and emotional development. They become familiar with a range of songs, instruments and vocabulary. Music time is a multisensory experience that children and staff thoroughly enjoy. As a result, all children develop confidence, independence and an excellent foundation for future learning.

The curriculum reflects children's interests and community experiences while covering all areas of learning. Staff use meaningful opportunities to broaden understanding and prioritise communication and language through consistently clear modelling, rich vocabulary and open-ended prompts. They organise learning to match children's ages and stages. Staff adapt their teaching appropriately to support children with special educational needs and/or disabilities. Consequently, children show high levels of engagement, listen attentively and express their ideas with increasing confidence.

Inclusion

Strong standard 

Staff know children and their families extremely well at this highly inclusive setting. They quickly identify children's starting points and provide targeted support. Staff make helpful adjustments so that children can participate successfully. For example, they provide adapted cushions that support children to sit comfortably during story time. They work closely with

parents and carers to meet their children's individual needs. Leaders regularly review provision to ensure all children, including those with special educational needs and/or disabilities (SEND), make excellent progress.

Staff work in a highly effective way with families and external professionals to remove barriers to children's learning. Staff consistently use visual timetables, props and actions to ensure children transition effectively and remain engaged. Leaders target early years pupil premium funding to enhance disadvantaged children's experiences, particularly through high-quality physical play. Leaders provide regular and high-quality training to support staff to accurately and swiftly identify emerging needs early. Staff receive effective support to access further training to extend their knowledge of how best to support children with SEND, or those who have gaps in their learning.

Leaders rigorously monitor the impact of funding. They regularly evaluate outcomes to ensure resources deliver clear and measurable improvements in children's experiences and development. Leaders use this evaluation to refine and maximise the impact of support.

Leadership and governance

Strong standard 

Leaders provide highly effective strategic oversight of the setting. They demonstrate an informed understanding of the local community and the needs of the children who attend. Leaders and staff actively seek and value the views of children, parents and carers and colleagues. They use this insight to plan engaging provision that reflects children's interests and meets the needs of all children. Leaders invest in high-quality, ongoing professional development. This strengthens staff's expertise, confidence and consistently improves practice across the setting.

Leaders and staff build consistently excellent partnerships with parents. Parents consistently celebrate and praise the warmth and dedication of the team. They value the guidance they receive that supports their children's development. Parents describe the setting as 'a village' that nurtures and supports the whole community.

Staff work effectively with other settings and professionals to meet the needs of all children, including those with special educational needs and/or disabilities. They work together to ensure children's experiences are consistent.

What it's like to be a child at this setting

Children flourish in this highly inclusive and friendly setting. Leaders and staff deliver an ambitious and well-sequenced curriculum through high-quality teaching and meaningful interactions. Staff plan engaging experiences for children, such as using paint to make marks, explore patterns and creativity. They share engaging stories linked to core books to develop children's language. Staff adapt activities thoughtfully so all children, including those with special educational needs and/or disabilities, can participate and succeed. Children make demonstrable progress from their starting points. They gain the knowledge and skills they need for their future learning. The stimulating environment encourages children's curiosity, cooperation and purposeful play. This ensures children are very well prepared for their next stages of learning.

Children confidently express their ideas. They show clear enjoyment and enthusiasm, demonstrating a deep sense of belonging. Staff reinforce calm and purposeful behaviour through well-established routines. They have consistently high expectations. Well-established routines help children to feel secure, at home and ready to engage. Leaders and staff provide valuable opportunities for children to socialise, make choices and develop independence. Staff have developed positive relationships with each child and their families. They know them incredibly well. This supports staff to adapt the environment and personalise provision and practice to help children to thrive. Leaders and staff support smooth transitions by preparing the children with visual cues and prompts. This strengthens children's emotional wellbeing and enables them to manage transitions with ease. As a result, children are happy, settled and eager to attend.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator, parents and carers and the nominated individual during the inspection.

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.

Inspector:

Annette Elstob

About this setting

Unique reference number (URN): 2786417

Address:

St. Marys Parish Hall
Langham Road
Teddington
TW11 9HF

Type: Childcare on non-domestic premises

Registration date: 29/05/2024

Registered person: Playwam Preschool

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:45 - 12:30

Local authority: Richmond Upon Thames

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 15 April 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

28

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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