

# Pre-School Playhouse

Inspection report for early years provision

---

**Unique reference number** 139099  
**Inspection date** 25/03/2009  
**Inspector** Brian Evans

**Setting address** Ruislip Gardens Primary school, Pre-school Playhouse,  
Stafford Road, Ruislip Gardens, Ruislip, HA4 6PD  
**Telephone number** 01895 624454  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## Description of the setting

The Pre-School Playhouse opened in 1993. It is situated within the grounds of Ruislip Gardens Infant School in the London Borough of Hillingdon. The setting is used by families from the local community and beyond because of its convenience to the tube station providing links to London and local areas. The nursery is a single storey building. Children are cared for in four age groups, within five main play rooms. There is a large, enclosed garden for outdoor play. The setting operates for 51 weeks of the year. It is closed for one week over the Christmas period, New Year's Day and for two days during the summer for the annual nursery outing and for a staff training day. The hours of opening are Monday to Friday from 07.30 to 18.30. There are currently 65 full and part-time children from three months to under five years on roll. Of these, 15 children receive funding for nursery education. The setting supports children who have learning difficulties and/or disabilities and English as an additional language. There are 22 members of staff, 19 of whom hold a child care qualification. The nursery also employs a part-time cook. There are four staff members who are able to speak Sinhalese, German or Punjabi. The Pre School Playhouse is on the Early Years Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. It provides a good environment in which to meet individual children's welfare and learning needs. The setting manager, with the support of her staff, including a very able deputy, has an effective team who are meeting the requirements of the Early Years Foundation Stage. Impressive progress in welfare and in learning and development has been made since the last inspection. Managers identify clear priorities for continuous improvement but recognise that self-evaluation procedures are as yet often informal and priorities are not yet formally brought together in writing. Outdoor play areas are attractively laid out for each age range but need further investment to fully enhance children's learning and development needs.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend and build on improvements since the last inspection by completing an effective and more formal self-evaluation process
- implement additional good Early Years Foundation Stage practice in the outdoor provision

## The leadership and management of the early years provision

The well qualified manager, supported by a team of strong senior managers, gives good leadership and has a good understanding of the setting's strengths and areas for further development. A more formal self-evaluation process following Early

Years guidelines has begun and is already strengthening assessment procedures across all areas of learning.

A particular strength of the setting is that professional development opportunities are sensibly scheduled to add to staff's understanding and keep them up to date with the Early Years Foundation Stage arrangements. The development programme is enthusiastically led by a strong, knowledgeable deputy manager. Consequently, staff have a good understanding of how to create a safe and welcoming environment in which risk is minimised and safe behaviour is consistently reinforced. A senior manager is a fully trained child protection officer and regularly documents and raises the awareness of all staff to the sensitive issues involved. All three managers work very closely with the local authority and outside agencies to promote the welfare and learning of the children at the setting. Safeguarding arrangements are good. Documentary evidence confirms that parents believe that their children feel safe in the setting and that relationships with staff are good. Correct ratios are maintained by ensuring that sufficient staff are on the premises.

Children's records are well organised in all areas of learning. Observations of children are used well to set out the next steps of learning and are matched against the expectations of the early learning goals. Achievements are noted regularly in each child's unique profile which includes staff observations written on 'post-its', and where appropriate samples of children's work and photographs. Parents have good access to these records and they show good progress over time in all areas of learning.

## **The quality and standards of the early years provision**

Adults work as a team, develop strong relationships with each other and ensure that all children settle quickly on entry. Children make good progress in their learning and development. They play cooperatively because staff deal with minor conflicts skilfully and in a reassuring manner. Focus on the individual needs of each child is supported by good partnership with specialists from the local authority and from outside agencies.

Simple hygiene routines are rigidly adhered to by staff and children. Discussion between key persons and the children at lunchtime includes topics on a range of health and food issues. The discussion initiated by their key person within a small group of three-year-olds at the lunch table ranged from the toys they had at home to their interest in the visitor to the session. Children have a good understanding of how to stay safe because staff reinforce messages through the use of role play and stories.

Children are gaining good listening and speaking skills, which prepares them well for the next stage of their education. Overall, with the support of their key person, each child was making a good, valid contribution to the group.

Displays in the entrance to the setting and in all classrooms give parents a succinct but clear outline of the areas of learning and children's development in the Early

Years Foundation Stage through bright posters and photographs. The quiet time after lunch allowed adults to talk through the day with their group and develop their language and communication skills as they settled to sleep. Children talked about size, shape and measure through good practical activities and experiment in the sand and water trays. The good use of props and role play help children to learn about the world around them. Outdoor resources have improved significantly since the last inspection and so give children greater opportunities to develop their agility and finer motor skills. More investment is needed on a covered outdoor area, and for language and other learning stimuli, so that staff closely observe and respond to children's preferences for child-initiated play or adult led experiences in their outside play.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

