

# Playhouse Nursery

Inspection report for early years provision

---

|                                |                   |
|--------------------------------|-------------------|
| <b>Unique reference number</b> | 507722            |
| <b>Inspection date</b>         | 08/03/2010        |
| <b>Inspector</b>               | Adelaide Griffith |

|                         |  |
|-------------------------|--|
| <b>Setting address</b>  | 190/192 Fenside Avenue, Styvechale, Coventry, West Midlands, CV3 5NJ |
| <b>Telephone number</b> | 02476417126  |
| <b>Email</b>            |  |
| <b>Type of setting</b>  | Childcare on non-domestic premises                                   |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Playhouse Day Nursery opened in 1994 and operates from a two storey converted, commercial building. It is situated two miles from Coventry city centre. There is an enclosed outdoor play area. The nursery opens each week day from 08.00am to 5.30pm for 51 weeks of the year, and public holidays.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 42 children on roll, some in part-time places. The nursery is able to support children with learning difficulties and/or disabilities. The nursery also supports children who speak English as an additional language.

There are 12 members of staff. All hold appropriate early years qualification to at least NVQ Level 3. The nursery offers funded education to children aged three and four years. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the nursery. Staff know the children well and this contributes fully to their well-being. Children are making consistent progress in their learning and development. Their welfare is effectively safeguarded and all children's needs are addressed well. The strong partnership with parents and other agencies support children's care and learning considerably. The process of self-evaluation is well established and results in changes that have positive outcomes for children. Additional areas for improvement are identified to bring about more benefits for the children and their families.

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

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

- develop further all staff's knowledge of the Early Years Foundation Stage to provide challenges that promote children's learning more effectively
- increase the provision of resources that help children learn about disability.

## **The effectiveness of leadership and management of the early years provision**

The setting benefits from strong leadership and all staff are confident in their role to support children's care and learning. Staff are informed about the Early Years Foundation Stage and use this effectively to stimulate children's development. Rigorous recruitment and vetting procedures ensure that adults are suitable to be in contact with children. Children's welfare is safeguarded due to the implementation of wide ranging procedures. These include robust risk assessments

to ensure that potential hazards, indoors and outside, are minimised at all times. All records required for the efficient running of the setting, and to meet the needs of children, are available.

The management is committed to maintaining continuous improvements. The self-evaluation process involves all staff, parents and external agencies. There is accurate indication of the strengths of the setting, for example, a cohesive team that works well to stimulate children's learning and care. Areas for improvements are addressed effectively. The programme for professional development is well established and staff frequently attending courses. Currently, two members of staff are working towards the early years foundation degree. This means that staff's understanding of issues and initiatives in the early years sector is consistently maintained. This has a positive impact on children's development. There is a shared understanding of the vision to promote children's individual care and learning to an optimum level.

The staff have a well established relationship with parents ensuring that each child's needs are met consistently. Parents appreciate the efforts made by staff to work collaboratively to promote children's behaviour and also the focus on developing their language skills. Staff are responsive to parental requests to promote specific aspects of their child's learning, such as, the development of number skills. Parents receive regular feedback about their child's progress and they are kept informed about changes in the nursery through newsletters. Partnerships with other agencies and providers are well developed. Frequent communication takes place to ensure that children are supported well. Staff from other settings visit before children leave to attend school and information is shared comprehensively to ensure that children are supported following transition to other providers.

The staff support bi-lingual children well. These children have a sense of belonging because their communication skills are encouraged. At times children take the lead in introducing words in other languages. The nursery reflects the background that children come from through the display of a wide range of photographs and posters. Available resources are accessible to children and support all areas of learning effectively. However, there are few resources to help children learn about disability. Staff are deployed to support children in small groups or on an individual basis. This reinforces the key worker system that ensures that children feel secure in the nursery.

## **The quality and standards of the early years provision and outcomes for children**

Children are interested in activities and remain focussed because staff encourage their involvement. They stimulate children's thinking by asking questions frequently, for example, 'why do we need water'? They extend children's learning to provide a rich experience. During water play a story is read to provide context for the activity. They talk about the temperature and properties of water. Children demonstrate natural curiosity by asking questions about planes landing on the water and staff explain so that children develop a good understanding. This means

that children are learning holistically.

Staff plan activities across all areas of learning. Children have unhindered access to resources, such as, the writing table. They have opportunities to develop mark making skills for a variety of reasons. Children pretend to write letters and they also write lists to take orders in the restaurant. Their understanding of the wider world is developing through play with a broad selection of multi-cultural resources as they confidently discuss a variety of meals on offer. Some children enjoy play with construction toys and they are learning to stay safe due to explanations that the wearing of hard hats protects the head. All children have access to books and maintain concentration when listening to stories. Some choose books and pretend to read a story to others. Children's ability to recognise colours is growing steadily through creative painting activities and soothing music helps babies to settle and sleep.

There is a strong emphasis on speaking and listening. Consequently, some children are confident speakers who use complex language in their communication with others. Problem-solving skills are well promoted. For instance, children are encouraged to clarify the length of time required to cook meals. They are developing skills in measuring with jugs and tape measures. Children access information technology and use the mouse with good control. These combined activities indicate that children are effectively developing skills for the future. Staff are committed to promoting children's development and for this reason carry out frequent observations. Comprehensive records are maintained and gaps in children's learning are identified in order to plan for individuals, or small groups. However, some staff are not sufficiently skilled at including challenges that take children to the next level to reflect their capability.

Children's good health is well promoted due to a wide range of procedures. For example, bedding for babies is stored in individual bags. They demonstrate understanding of promoting personal hygiene by washing hands frequently. Children are provided with balanced meals and some eat substantial portions whilst explaining that the dinners make you strong. Drinks are available at all times. The staff are very skilled at promoting children's confidence. They are given choices consistently and praised frequently for effort as well as achievement. Most children attempt to put on coats independently; some achieve this and others do so with minimal assistance. They negotiate space with remarkable precision when riding round on bikes. Children's self-identity is well promoted due to a wide range of photographs which are displayed at a low level to ensure that babies and toddler recognise their image and have opportunities to identify friends. Children are making consistent progress towards the early learning goals.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 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)

