

# Playhouse 2

Inspection report for early years provision

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**Unique reference number**

EY399648

**Inspection date**

19/03/2010

**Inspector**

Saida Cummings

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Playhouse 2 pre-school group is one of two privately owned settings. The pre-school opened in 1994 and reregistered under the current provider in 2009. The setting operates from a scout hall situated in the centre of Evesham town, Worcestershire. There is a fully enclosed play area available for outdoor play. A maximum of 20 children may attend at any one time. Children from the age of two to five years of age attend the setting. The pre-school serves the local rural and surrounding areas.

There are currently 26 children on roll who are within the Early Years Foundation Stage. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. This provision is registered by Ofsted on the Early Years Register. The setting offers support to children with special educational needs and/or disabilities, and children who speak English as an additional language.

The group is open each weekday during school term-time from 09.00am to 03.00pm. Children attend for a variety of sessions. The setting employs six staff who work with the children. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make suitable progress in their learning and development as the setting provides an appropriate range of activities. The environment promotes children's welfare and most of the essential documentation is in place to promote their health and safety. Although in general inclusive practice is promoted for most of the children, children with additional needs are not always able to take an active part. There are effective partnerships with parents and carers as the provider and staff have developed an effective liaison system to ensure they are kept fully informed of their children's care arrangements and developmental progress. Although the provider and staff have started systems for self-evaluation, these are not yet fully implemented to ensure the setting is able to make continuous improvements.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- make sure that the risk assessments include all indoor, outdoor areas and each type of outing, and identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment) 08/04/2010
- make sure that every child is included and not 08/04/2010

disadvantaged; with particular regard to children who speak English as an additional language to ensure support is provided in their home language and they are given further opportunities to develop English (Organisation).

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

- improve the organisation of the setting to include effective procedures to evaluate the provision and identify priorities for development in all areas to ensure continuous improvements are made
- provide the staff team with time and space for knowledge sharing to improve consistent practice
- make better use of the Early Years Foundation Stage guidance to link observations of children's progress with the next stage for their learning and development and ensure this information is used to inform the system for planning activities.

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

Children are cared for and safeguarded by suitably qualified and vetted staff, who are attentive and caring. Effective steps are taken to promote children's welfare, learning and development. The premises and outdoor play areas provide safe and stimulating environments where children are encouraged to try things out, solve problems and investigate. There are effective procedures for ensuring children are well-safeguarded. These include a detailed safeguarding policy, which provides staff with clear, consistent and up-to-date guidance. There are systems in place for completing daily safety checks to ensure hazards to children are minimised. However, the risk assessments do not include all of the areas and equipment used by the children and do not identify all aspects of the environment that need to be checked on a regular basis. As a result, children's safety and well-being are not fully assured. The policies and procedures are regularly reviewed and updated to reflect current good practice and legislation. New ownership, recent changes and revised evaluation of the setting's practice has led to improved facilities for children. For example, children now have access to a newly developed outdoor play area to ensure they have regular opportunities to play out in the fresh air. However, these recent changes, new plans and evaluation systems are not yet sufficiently developed to ensure continuous improvements are made in all areas.

Staff are developing their knowledge of the Early Years Foundation Stage and work well together as a team. However, they are not provided with sufficient time for sharing information across the setting to further improve consistent practice. Staff have high regard for children's well-being and they attend relevant training to further develop their childcare practices. The partnership with parents and carers is based on effective information sharing, which includes daily verbal communication to inform them of how their children have spent their day. Parents and carers receive regular information regarding the setting's topics and activities, enabling

them to become involved in their child's learning. They have access to their child's developmental records and are able to hold regular discussions with their key person, which ensures they are kept informed about their child's progress. Staff deployment is generally adequate and children are well-supervised. The area used by children is spacious and appropriately organised so that a suitable range of resources for all age ranges are independently accessible. In the wider context, children's additional needs are generally met as staff adapt activities accordingly. However, although most of the children are included, children who speak English as an additional language are not always fully supported in their home language, and systems to give them opportunities to develop their English are not sufficiently developed. At times this can lead to children's frustration and disruptive behaviour.

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

Children make satisfactory progress in their learning and development, and respond well to the interesting learning activities offered. They are developing good relationships with each other and the staff. Children learn to play safely and harmoniously as staff encourage and praise them in everything they do. Their awareness of safety is promoted through everyday routines and activities. For example, they are reminded about safety during their play, such as how to safely use the trampoline during outdoor play sessions. Their health and well-being are promoted, as all children have daily opportunities for physical indoor and outdoor activities. They enjoy using age-appropriate outdoor play equipment to develop their physical skill, such as carefully manoeuvring the various wheeled toys. They also have opportunities to use their imagination when taking part in outdoor activities. For example, they pretend to 'take their babies for a walk' when pushing dolls in prams and pushchairs.

Children are provided with a range of activities that reflect the Early Years Foundation Stage. They develop social skills and enjoy music, pre-reading and writing activities, using numbers as part of their play and learning through their senses. For example, they enjoy joining in with water play activities, experimenting with filling up various pots and bottles. Children's language and literacy skills are developed through relaxed conversations during their everyday routines, such as joining in with discussions during circle times. However, children who speak English as an additional language are not always able to join in and take an active part during these parts of the sessions. Although resources to assist with communication have been developed, these are not always readily available to ensure children who speak English as an additional language are given every opportunity to make best use of these resources.

Children enjoy their time in the setting's caring environment. Planning is based on a suitable range of activities covering all areas of learning. The key persons know their key children very well and use this knowledge to support individual children to progress in their development. There are systems for recording some next steps for children. However, these are not consistent across all areas of learning and are not used to inform planning in a secure way to ensure that all activities promote highly individualised learning opportunities. As a result, some activities lack

sufficient challenge and do not extend individual children's learning sufficiently to ensure they make as much progress as possible.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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