

The Playhouse Pre School

Inspection report for early years provision

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28/04/2011

Inspector

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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 Pre-school registered in 2000 and operates from a church hall in Cove, near Farnborough in Hampshire. The pre-school is committee run. Children attend from the local community and surrounding areas. The pre-school has sole use of the premises during the hours of operation. Children mainly use the hall and an enclosed outside play area. An additional room, kitchen and toilet facilities are available. The pre-school is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently they only provide provision for children in the early years age range. A maximum of 26 children may attend the pre-school at any one time. At the time of inspection there are 28 children aged from two and a half to under five years on roll. The pre-school is in receipt of funding for the provision of free early education. The pre-school supports children who speak English as an additional language, and those with special educational needs and/or disabilities. Children attend for a variety of sessions or stay all day. The pre-school is open each weekday morning during term-time only from 8.45am to 11.45am. Afternoon sessions are available from 12 noon to 3pm on Monday, Wednesday and Thursday. A lunch time club is in operation between 11.45am to 12 noon on these days. The pre-school employs four full-time members of staff, including the manager, who work directly with the children. Three staff members are appropriately qualified and one is working towards qualification. The setting receives support from Services for Young Children. They are a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's learning needs are not met. The management and staff do not effectively implement the Early Years Foundation Stage framework. Planning for learning, and the use of development records are not effective nor demonstrate that children's achievements are promoted. Although children appear content and are cared for by a friendly staff team there are breaches of specific legal requirements, which put them at risk. Links with parents and others involved in the young children's lives are satisfactory, but not all are fully effective.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- | | |
|---|------------|
| • obtain an enhanced Criminal Records Bureau (CRB) Disclosure in respect of every person aged 16 or over who works directly with children and keep records to provide evidence of staff's suitability (Suitable people) | 13/05/2011 |
| • keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) | 13/05/2011 |
| • plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) | 13/05/2011 |
| • maintain records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the children (Documentation) | 10/05/2011 |

To improve the early years provision the registered person should:

- improve the regular two-way flow of information with parents and between providers
- improve the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve children's sense of self by providing resources and materials that reflect their lives and the community in which they live.

The effectiveness of leadership and management of the early years provision

The pre-school have committed an offence by failing to inform Ofsted of changes of committee and management. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The pre-school are also unable to provide evidence that all adults have completed suitability checks. This means that they are unable to show that they are suitable, which puts children at risk. However, staff demonstrate that they have a satisfactory understanding of the procedures to follow in the event of a child protection concern, and an annual risk assessment of the premises has recently been completed. Staff liaise between themselves to ensure children are supervised, and the deployment of toys and resources is satisfactory. Mostly regulatory documentation is maintained. However, records are kept in a haphazard way. This has a negative impact on children's care and learning. For example, some children's developmental records are not comprehensively completed and therefore do not act as a working tool for staff or parents to support learning. In addition some records are not accessible for inspection by Ofsted, which is a specific legal requirement. Records of received complaints are not kept, which is also a breach of a specific legal requirement.

Children play in an environment where diversity is broadly reflected, although resources to reflect the culture and lives of children that attend are limited. The

use of self-evaluation has been effective in some areas. For example, free flow enables children to choose where they wish to play, and low level storage enables children to select their own resources. Little progress has been made addressing the recommendations from the last inspection. The manager has an awareness of the key areas for development, particularly in relation to learning and development, but has failed in the drive to make significant progress. Planning and the use of development records are ineffective. Staff observe children and use this information to identify some interests, but they do not identify where each child's development is in relation to the Early Years Foundation Stage, or their next steps to support progress. Planning does not give staff a clear role in how to promote learning for all children through the quality of their interactions. This impacts negatively on children's achievement. Overall, evaluation is not effectively driving practice.

There is little delegation of responsibility, resulting in the manager trying to take on most roles. The staff team are friendly and kind and parents say they can talk to them openly. The pre-school have started to seek information from parents in relation to children's learning and experiences at home; however, there is little evidence of an ongoing two way flow of information to benefit children. Broadly, partnerships with others are satisfactory. The pre-school is working with their local authorities early years services for young children to improve their practice.

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

The children enjoy warm and friendly relationships with the staff and each other. Adults and children talk, and children play contentedly. Children demonstrate they feel safe with the staff, they approach them freely. However, the suitability of each adult cannot be demonstrated through documentation. Children behave well, and staff support them through discussion about sharing and taking turns.

Children are occupied and make independent choices about where they want to play and what they want to do from the continuous provision resources. Some repeat the same activities, and generally children do not engage with adults more meaningfully to extend their skills. Adult led experiences are not sufficiently planned or prepared to challenge children. For example, there are not enough resources or adult interaction to enable each child to take an active role and learn from the activity when they make a cake. Staff generally support children's enjoyment but do not demonstrate they support achievement. As a result children make insufficient progress in developing skills for the future.

Children demonstrate that they understand the routine of the day. Many enjoy playing outside and a group of children play imaginatively 'having a barbeque', enacting familiar experiences. Children have the opportunity to take part in a 'Stretch and Grow' movement class delivered by an external tutor. Children are beginning to learn about being healthy. In most cases they know to wash their hands independently before eating, knowing 'one squirt gets rid of the dirt' when

using liquid soap. The snack bar works well. Children choose from a selection of fruit, and use knives with supervision and instruction learning to cut safely. Children bring packed lunches, which are generally reflective of healthy eating.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
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	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Changes to people)(also applies to the voluntary part of the Childcare Register) 20/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children) (also applies to the compulsory part of the Childcare Register) 20/05/2011