

Epsom Playhouse Pre - School

Inspection report for early years provision

Unique reference number EY423536
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Inspector Christine Stimson

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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

Epsom Playhouse Pre-School was originally registered in 1996, but was re-registered in 2011, following a move to new premises. The setting now operates from Concorde Hall, (a Scout Hut) off Horton Hill, Epsom. Children have access to an enclosed outdoor play area. The premises is within a two minute walk of Longrove Park and Southfields School. The town centre and main line railway station is a short walking distance away. The setting is open each weekday from 9.20am to 12.20pm and once a week on Thursday from 12.20pm to 2.50pm during term time.

The setting is registered on the Early Years Register to care for a maximum of 26 children at any one time; of these none may be under two years of age. There are currently 33 children aged two to under five years on roll. The setting is able to support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are five members of staff, of whom three hold appropriate early years qualifications to at least National Vocational Qualification level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident within a secure setting. They have access to a secure garden area, but this is not used to allow children to free flow in and out. Children are supported in their play by qualified staff who know them well. They are making good progress towards the early learning goals. Individual planning for children has started, based on next step observations. Relationships between staff and parents are good. Communication with other care providers helps staff offer continuity of care and learning to children. The pre-school has only just started to evaluate practice by asking parents opinions so they can continue to improve practice. Children are safeguarded by vigilant staff who undertake risk assessments on the premises and who have knowledge of how to proceed if they have concerns about a child in their care. Currently there is no practitioner responsible for behaviour management issues. The pre-school are in breach of regulations as they do not record children's hours of attendance.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance is maintained (The Early Years Foundation Stage) 26/05/2011

General Welfare requirements - Documentation)

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

- develop systems to encourage children to move freely between the indoor and outdoor environment
- appoint a named practitioner to be responsible for behaviour management issues

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure only suitable people work with children. Guidelines relating to child protection issues are on site and this, along with staff's sound knowledge of how to safeguard children, results in children being safeguarded appropriately. Daily visual checks on the premises take place to ensure children play in a safe environment. Written risk assessments of the premises and for the regular outings to the park are in place and will be reviewed if circumstances change. The pre-school have a fire evacuation plan and regularly practise this with children to ensure they know how to leave the premises quickly and safely. All regulatory documentation is in place to further safeguard children, but the pre-school do not record children's hours of attendance.

The manager of the pre-school is currently in the post as a temporary measure, but is committed and proactive in making sure her provision supports children and parents. A good partnership exists between staff and parents which promotes inclusive practice. The pre-school sends out newsletters to parents every half term and have information and copies of the policies and procedures posted on the parents' notice board and on a table in the foyer. The staff at the pre-school allow time to exchange comments with parents about their children at the beginning and end of sessions. Parents speak highly of the staff's commitment to their children. Relationships with other nurseries which children attend are supported by the pre-school, making sure development records are sent to them to ensure continuity of care and learning.

The manager is committed to continuous improvement and encourages staff to embrace training opportunities to improve outcomes for children. Resources are well deployed within the pre-school, with all staff understanding their role and responsibilities when leading activities. The pre-school have not yet appointed a member of staff to take responsibility for behaviour management issues. Self-evaluation is at the beginning stages at the pre-school, but parents have been asked to complete questionnaires to gauge their opinion of practice with an aim to improving outcomes for children.

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

Children enjoy their time at the pre-school as they are occupied, stimulated and cared for by a team of committed staff who take time to get to know the children well. Topics are planned by staff for group activities and a system has been introduced to ensure planning for individual children is based on their next step notes. All staff make sure meaningful observations are recorded as each child achieves within the six areas of learning. This information is passed onto the child's key person who updates children's records and plans for next steps. Relevant information about children is shared verbally with the manager and other staff at their regular staff meetings.

Children are being prepared for the future as they take part in activities that help them with problem solving, reading, writing and technology. For example, children have access to programmable toys and a computer and are learning skills to control the mouse and follow age-appropriate programmes. They gather in a small group round the table and are given a problem to solve. There are three large rubber jigsaw pieces that will form a mirror with two sides and a bottom. Children have to work out how to put it together. They tell the member of staff what to do and she responds. After three attempts they finally get it the right way round and then use the mirror to draw their own faces. Children use storyboards with props to retell a favourite story and during the morning found the props would not stick to the white board. The member of staff fetched a box of magnets that solved the problem and then children used the other magnets to find things around the room which they would cling to. Children choose their name from a table as they enter the pre-school and peg these to a clothes line in the hall to show they are present. Most children did this without help from parents or staff. Children are confident within the pre-school, leaving their parents/carers without fuss and speaking up and joining in familiar songs during circle time.

Children are helped to feel safe in the setting, as staff reiterate the rules to children each day after the register is taken. Children are asked to call out the rules and they shout out 'no running, wash your hands before snack, wash your hands after using the toilet'. One child adds 'Don't leave the water running' and is praised for his addition. Children regularly practise the evacuation procedures with staff and this helps them learn how to leave the building quickly and safely.

Children's health is promoted as they are reminded to use tissues if their nose is running and are shown where these are kept and where to dispose off them. Children are observed later putting this into practice. Children learn good hygiene practice through everyday routines of washing hands after using the toilet and before snack. Children are chosen each day to help staff prepare snacks for the other children and have learnt their lessons well, as without being reminded, they wash their hands before coming to the table to help. Snacks of fresh fruit and drinks of water are available to children, who help themselves using tongs to select the fruits for their bowl and pouring out drinks from a jug. They take their bowl and cup to a table and sit together for the café style snack. Children are encouraged to wash their own plates and some children offer to do this for each

other. This promotes children's independence.

Children have daily exercise in the hall or in the garden area of the pre-school. However, time in the garden is limited to after snack time, even though free flow play into the garden would be easy to organise. Children playing out there became full of energy and enjoyed exploring the wide variety of activities set out for them. Children also have outings to the park to access larger playground equipment. This helps them develop their physical skills and adopt a healthy lifestyle. Children make a positive contribution to the setting as they are well behaved, occupied and willing to cooperate with staff during the session. Children's work is displayed which shows staff value their contributions. Many of the pictures show that children have attempted to write letters of their name or copied the word that staff have put on the picture showing what they have drawn.

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?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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