

# Playhouse Horsenden

Inspection report for early years provision

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**Unique reference number**

EY341823

**Inspection date**

10/08/2011

**Inspector**

Katie Dempster

**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.

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## **Description of the setting**

Playhouse Horsenden was registered in 2006 and operates from All Hallows Church hall in Greenford in the London borough of Ealing.

The out of school facility is open each weekday from 3.15pm to 6.15pm during the term time and during holiday periods 8am to 6pm. The premises are on the ground floor, and accessible to all.

The facility is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged between three and under eight years may attend the out of school club at any one time. There are currently 20 children on roll and of these two are in the early years age group.

The setting is able to support children who speak English as an additional language and children with special educational needs.

The setting employs three staff, including the manager, two of whom hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are happy, settled and show high levels of confidence. The needs of all children are well met due to a good partnership with parents and other professionals. The setting effectively seeks the views of the parents and children which contributes to the process of self evaluation enabling them to review and evaluate practices. Following the previous inspection the nursery has effectively addressed the areas identified for improvement. Documentation is up to date to ensure the safe and efficient running of the setting. The play space has been well organised and overall there are toys and resources to support children's development in all the areas of learning.

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

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

- provide further opportunities for children to engage in activities to support their problem solving, reasoning and numeracy skills
- encourage children's mark making by providing writing and drawing materials in all areas of the environment.

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

Arrangements for safeguarding children are well managed and understood by those who work with the children. All staff have received updated training to support them in their role of safeguarding children. Furthermore, all staff are suitably vetted. The environment is carefully organised and safe for children to explore independently and resources are well deployed. Daily checks are carried out as well as thorough risk assessments, to further ensure children's safety.

Staff encourage children to learn about different cultures by planning activities around festival dates. For example, during Chinese New year children make lanterns and a large wall display with cultural images as they learnt about the festival customs. Staff have a very good knowledge of each child's background and are sensitive to individual family situations to ensure their children's needs are met and fully supported.

Partnerships are well established and make a strong contribution to children's achievement and well-being. The setting regularly asks parents and carers for their views through the means of parent's questionnaires and daily feedback. There are also effective systems for keeping parents informed about aspects of its work to ensure parents have up-to-date information. For example, an informative website, a notice board which includes photos of children, selected policies, plans and details on the staffing within the setting. The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development.

There are effective links with the schools from which the setting collect children, enabling staff to share their observations with each other to help support children's care and learning. The setting also works with other professionals such as the special needs co-ordinator, who suggests specific activities to support individual children with various issues.

Self evaluation has enabled staff to identify areas requiring improvement and has led to many changes being made. For example, increased security, updating policies and staff files. These important developments are part of the setting's on-going improvement.

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

Staff have a good knowledge of the welfare requirements and Early Years Foundation Stage guidance, which promotes children's learning, social, physical and economic well-being. Regular plans are developed as a result of observations undertaken by the staff and though the children's interests and requests. Starting points are known as staff help children complete 'all about me' forms, they then complete a next steps sheet, to help staff plan for children's individual

development.

Children benefit from the small group size as staff spend quality time with the children offering support during focussed activities while maintaining contact with children around them. The environment is set up to offer freedom of choice and allows children to self select independently. Some children spend a considerable amount of time putting a train track together, enjoying using their imagination. There is also access to a range of dressing up clothes, role play area and many good quality resources to assist children's play. Further supporting children's creativity, they engage in collage, mirror printing, and many other activities where they can explore colour, pattern and texture. There is an attractively displayed reading area where children can sit quietly and explore the range of books. Children use their literacy skills as they have opportunities to write and draw, however these are mainly during focussed activities and do not extend into other areas around the setting. Focussed activities such as making necklaces allow children to practise their skills in many areas. For example, they use their fine motor skills and hand eye co-ordination as they thread the beads and use their mathematical skills as they count the beads and recognise sequences. There are limited resources to support children's problem solving, reasoning and numeracy during freely chosen play, however.

Most children show a good awareness about what constitutes a healthy lifestyle and adopt good personal hygiene routines. Children are learning the importance of healthy eating, they are provided with a balanced range of snacks such as toast, fruit and iced lollies in the very warm weather. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise. They enjoy skittles, bouncing, tennis and ride along trikes as they negotiate space around the hall.

Children are learning to keep themselves safe through the everyday routine. For example, they learn how to carry chairs safely and are reminded to tuck them in when they leave the table to avoid someone tripping over. Children take part in regular fire drills, which enable them to learn how to vacate the building in the event of a fire.

Children display a strong sense of belonging and security within the setting and all appear settled and happy. Staff are fun and entertaining, being silly with the children as they race one another. Children are confident, showing good levels of self-esteem and build strong relationships within the setting, with both the staff and their friends. Children take initiative working well independently as well as co-operating well with their friends. For example, building a race track together for their bouncy hopper race. Children's behaviour is very good. They are able to sit and concentrate during focussed activities and take instruction from staff very well.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
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### 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

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## **Annex B: the Childcare Register**

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

Met

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

Met