

The Playhouse Pre School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 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 offer 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 to the end of the early years age group 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 lunchtime 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. All members of staff are appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy their sessions at the pre-school. The staff support the children's progress through their positive interaction. However the planning does not reflect the children's developmental details to ensure consistent progress. It is a fully inclusive setting where children's differences are acknowledged and respected. Relationships with parents are positive and they are aware that observations are undertaken on their children. However next steps are not discussed regularly to continue learning at home. Information is shared about the children however they do not share their child's developmental stages as they start the pre-school. The pre-school have made improvements since the last inspection. They now meet regularly to evaluate all aspects of the pre-school and this demonstrates their ability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to review their children's progress regularly and contribute to their child's learning and development at home
- extend current format of planning to include identified next steps of children's

learning

- improve the two-way flow of information with parents relating to each child's experience at home to support the starting points for their learning.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and caring environment. Staff have a sound knowledge of child protection procedures and they use them effectively to promote children's well-being. Effective recruitment procedures are in place to assess the suitability of people appointed to work with the children and all staff undertake an appropriate first aid course. This ensures that if a child were to have an accident the correct procedures would be followed. Risk assessments are carried out and used effectively to ensure that all areas the children use are safe. Adjustments are made to the records to show if the staff have had to make changes to the provision. The procedure for the arrival and departure of children helps to keep them safe. All the required paperwork including written parental permissions are in place and maintained, ensuring requirements are met and children protected.

Staff work hard to arrange and organise a stimulating and welcoming environment for the children. Children access many resources inside and outdoors that support their learning. They are displayed to encourage children to become independent in their choices. The layout of the room and garden enable the children to have a free-flow provision where they are effectively supported to learn through their play.

This is a fully inclusive setting where all children are acknowledged as unique and their needs met through the positive relationships they have with the staff who know them well. Children learn about the wider world through activities and resources that reflect their own cultures. They have recently celebrated Mothers Day and Divali by undertaking activities with parents giving the children an understanding of differences.

The staff team work well together and meet regularly to evaluate their practice and the experiences the children are having. They are committed to improving the outcomes for children and have improved many aspects of the pre-school. The garden has been improved; children now have an exciting and stimulating outdoor area to promote their learning across all areas. The indoors has been re-arranged into learning zones, giving the children an environment that is conducive to learning. Staff are undertaking training to improve their knowledge and understanding of the Early Years Foundation Stage. There are further plans in place to improve areas of weaknesses that have been identified. This reflects that they are committed to and have sufficient capacity to maintain improvement.

Parents appreciate the care the staff give their children and state that their children are making progress. They are aware of some of the experiences their children are having at the pre-school. However they are not aware of their child's next steps to enable learning to be continued at home. They are happy with the settling in procedures and are given information about the setting ensuring they

are aware of each other's responsibilities. The child's care needs are discussed as they start pre-school however the child's developmental stages are not in order to identify the starting points for their learning. Partnerships with others are satisfactory, when needed they liaise with other agencies to support children.

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

Children have suitable relationships with the staff and other children. They feel extremely safe in the environment and know to tell each other if they do not like the behaviour of another child. This helps them to understand about their behaviour and the impact it has on others. Children learn to negotiate with each other taking turns with the popular resources. The children are well behaved and they are encouraged through day-to-day practice and interaction from the staff to manage their behaviour themselves. Children use a range of tools safely, including knives at the snack table whilst they cut their fruit up. They are respectful of each other and say 'please' and 'thank you', often without being prompted. Children earn stickers for a variety of reasons and display them proudly, telling others what they did to get them.

Children engage in activities that support their understanding of healthy lifestyles as they access the outdoors each day and engage in a range of physical activities both inside and outdoors. They automatically wash their hands before eating and after messy play knowing 'they have to be clean'. Children choose when to have their snack and drink from their individual bottles during the session to quench their thirst. Parents provide snacks and lunches, which are generally reflective of healthy eating.

Children are offered a range of activities and experiences that support their development. During activities staff ask open-ended questions encouraging the children to contribute their own knowledge and experiences. Staff are aware of the early learning goals and how children learn. They undertake observations of the children however; the evaluations made on the children are not used effectively to inform planning to ensure that they are relevant to the children's individual learning needs. The next steps identified for the children are often very general and do not specifically reflect their next individual learning goal. Staff plan some focused activities however they do not consistently challenge or engage all of the children.

Children are developing skills for the future. Their social skills are developing well and are promoted by staff who regularly praise the children for their achievements. Children's independence is encouraged as they choose what activities and resources they wish to play with. The staff use their skills to encourage thinking; for instance whilst using the large building bricks children are encouraged to recreate diagrams of different designs, they talk about shape, size and count how many pieces of each shape are needed. Children have great fun with the remote control resources using the buttons to manoeuvre them around both the garden and the indoors. They sit and look at books, reading to each other and having

books read to them. They enjoy the sensory garden that has been recently created and make noises using the range of utensils and other resources. Children ride on the bikes, play with the bats and ball and try and throw the balls into the net encouraging their eye and hand coordination.

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?	3
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	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

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