

Playhouse Nursery

190/192 Fenside Avenue, Styvechale, Coventry, West Midlands, CV3 5NJ

Inspection date

17/10/2013

Previous inspection date

08/03/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Leadership and management are strong. There is a clear motivation to develop the provision in order to improve opportunities for children's learning.
- Staff are fully aware that children learn through play and exploration. They successfully provide flexible inside and outdoor play where children can explore, climb and role play.
- Children's communication and language is promoted because the staff talk to them during the activities, such as acting out stories, sounding out letters in their name or reaffirming what has been said.
- Children are warmly welcomed and fully included in the life of the provision. Their emotional security is successfully supported because staff respect children as individuals and treat them with genuine kindness.

It is not yet outstanding because

- There is room to further develop current management systems to fully monitor the quality of teaching so as to consistently share good practices.
- There is scope to engage all parents to support their child's learning and development within their home environment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's activities in the main playrooms and the outdoor environment.
- The inspector talked to the manager, staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessments and evidence of the suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Andrea Price

Full Report

Information about the setting

Playhouse Nursery was registered in 1994 and is on the Early Years Register. It is situated in Coventry city. The nursery serves the local area and is accessible to all children. It operates from a two storey converted commercial building and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and 4.

The nursery opens from 8am until 5.30pm, from Monday to Friday, however, closes each bank holiday and for a week between Christmas and New Year. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the performance management systems to further strengthen the quality of teaching, and create better opportunities to share good practice
- provide further opportunities to engage all parents in home learning so as to offer continuity between the nursery and home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff at the nursery have a good knowledge of the Early Years Foundation Stage and understand the different focus of the prime and specific areas of learning. They recognise that children learn through play and that different learning styles enable them to ensure that appropriate play materials are on hand for each child. The nursery is welcoming and the children's independence is supported by a variety of activities, taking into account each child's interests. Planning is completed on an ongoing basis, which guarantees the activities are relevant and interesting to the children. For example, children are showing an interest in the outdoor environment, staff extend this curiosity by allowing children to explore natural materials, search for bugs and insects using magnifying glasses and

collection pots, whilst others act out known stories and rhymes. Older children's literacy skills are effectively promoted, they learn to write their names and link sounds to letters. In addition, children use resources, such as toys, posters and jigsaws to value and appreciate different communities and traditions.

Staff complete regular assessments of individual children's achievements, which they use effectively to plan activities that support their next stages in learning and development. The planning for and monitoring of children's learning is secure and all aspects of learning are included inside and outdoors. Children's starting points are obtained on entry to the nursery, from detailed conversations with the child's key person and family members. Initial learning targets are agreed during the settling in period that will support the child transferring from home to nursery. Parents are given periodic reports of their child's achievements and progress towards the early learning goals. As parents are valued as active contributors to their children's learning, they are encouraged to share relevant experiences that happen outside of the nursery, so they can be fully included in their child's learning. Existing systems, however, do not make suggestions to parents of how they could support learning at home.

All children, including those with special educational needs and/or disabilities are well prepared to make good progress towards the early learning goals, as staff provide good opportunities for them to try out new experiences. For example, the key person sits in small groups to read stories. The key person ensures that children are given the opportunity to share thoughts and ideas. This effective working enables children to feel confident to share their ideas. 'Leo the lion' a soft toy is used within the baby unit to provide opportunities for young children and their families to share experiences outside of the nursery and to feel included. Parents often supply photographic evidence and written annotations and these are shared with others in group. Children are supported well in developing their communication and language skills. For example, staff use a mixture of praise, gestures and props to develop good levels of understanding, giving self-confidence to children to try out new words and experiences. The children are making good progress across all areas of learning ensuring further opportunities to practice new skills and are well prepared for moves to other settings, such as school.

Staff demonstrate excellent teaching skills that support children's learning well, with them ensuring both opportunities for children to access adult-led and child-initiated experiences daily. For example, older children are given the responsibility to self-register on arrival, whilst the younger children are supported by a known adult, if required. The quality of teaching across the nursery is good with some elements of outstanding practice and all children are happy to engage with staff, who are extremely knowledgeable of individual children and ways to support all areas of learning and independence.

The contribution of the early years provision to the well-being of children

Children are cared for in a bright and stimulating environment, with attractive displays of the children's art work and photographs helping them to achieve a strong sense of belonging. The successful implementation of the key person system ensures that children

form strong emotional attachments, which support their settling in and transitions throughout the nursery. For example, the key person will make numerous visits with the child to an older group until they are settled fully and happy to be left. Children display high levels of independence, confidence and self-esteem, for example the older children self-serve at snack and mealtimes.

Children learn to co-operate and negotiate with their peers because staff implement a consistent behaviour management system, which takes into account the children's level of maturity and understanding. Those children that require support to understand and follow rules about, for example, sharing and using kind hands, are supported very well and praised for their efforts and achievements. As a result, children gain a high sense of self-esteem because they know they are appreciated.

Children's health and well-being is promoted well. Systems are in place to identify and inform staff of any health or dietary issues that children may have and concise records of any accident or medications administered. All children are encouraged to enjoy their food and make healthy choices in order to promote their growth and development. For example, the nursery ensures that children are offered a variety of fresh fruit for their snack and are encouraging them to try foods from different countries, like noodles and rice dishes. Staff implement effective hygiene routines, supporting children to develop healthy habits, such as washing their hands before eating their snack and after using the toilet. This helps to prevent the spread of infection. The nursery has an enclosed outdoor area and all children experience outdoor play throughout the day and they do so enthusiastically. Staff continue to provide a variety of activities for the children to engage in, which support physical development, such as a large climbing frame, bicycles and mark making opportunities.

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

The owner has a high aspiration for quality. She fully understands her responsibilities with regard to the implementation of the Statutory framework for the Early Years Foundation Stage. The owner and deputy review nursery systems regularly to ensure they continue to meet the needs of the families using them and to support continuous improvement. Staff, parent's and children's comments are taken in account during the evaluation process. The owner works with her deputy and staff to monitor the quality of teaching, offering support, as well as being open to listen to suggestions or ideas for change.

Robust recruitment practices ensure a strong, motivated workforce who works well together to drive improvement. Staff appraisals and supervision meetings are completed, however, this has not always been entirely successful in sharing best practice. Staff are encouraged to attend training courses and continue in their professional development, for example, a staff member has recently begun a foundation degree, while others are beginning a level 4 qualification. Policies and procedures are appropriately reviewed and immediately amended, where necessary. In addition, ongoing self-evaluation is used to identify what the setting does well and what it needs to do to improve. The praises and

grumbles are rigorously reviewed to direct good practice and to adapt new suggestions and ideas, for example, children's menus and the added security of the main door. This demonstrates the nursery's commitment to continuing improvement.

Children's safety is a priority for everyone at the nursery. External and internal risk assessments are conducted frequently by the health and safety coordinator. These are reviewed regularly and updated when anything changes to maintain children's safety. Safeguarding is taken very seriously and the management confirms that all adults working with the children are suitable to do so by taking out appropriate checks. All staff understand their role and responsibility in relation to potential child protection issues and are familiar with local reporting and recording protocols. The training coordinator organises in-house training and refreshers during staff meetings so that staff are kept informed when procedures change.

Partnership with parents is good. Parents would recommend the nursery with comments like 'this is a family environment that they both love to attend' and 'they make sure my child has a great time, he loves coming here'. The nursery works closely with other professionals, such as health visitors and social workers to maintain continuity of care, if there are any identified concerns.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	507722
Local authority	Coventry
Inspection number	869328
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	52
Name of provider	Playhouse Nursery Partnership
Date of previous inspection	08/03/2010
Telephone number	02476417126

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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