

Pre-School Playhouse

Ruislip Gardens Primary school, Pre-school Playhouse, Stafford Road, Ruislip Gardens, Ruislip, HA4 6PD

Inspection date	07/11/2013
Previous inspection date	25/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a safe and welcoming nursery, where children can feel at home and settle well.
- There are good systems in place to review children's development. As a result, plans relate to children's learning needs and children make good progress.
- The management make good training opportunities available to encourage improvements in staff practice. This directly improves staff's teaching skills.
- The management have a strong understanding of the strengths and weaknesses of the nursery. As a result, they have set targeted plans to bring about improvements to benefit children.

It is not yet outstanding because

- Staff do not always use music in a fully supportive way. This occasionally means that background noise is high and this sometimes affects children's ability to listen to each other.

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 spoke to children, staff and parents at the inspection.
- The inspector discussed self-evaluation processes with the management team.
- The inspector observed children and staff playing together.
- The inspector looked at documents relating to the management of the nursery.

Inspector

Naomi Brown

Full report

Information about the setting

The Pre-School Playhouse opened in 1993. It is situated within the grounds of Ruislip Gardens Infant School in the London Borough of Hillingdon. The pre-school is used by families from the local community and beyond because of its convenience to the tube station providing links to London and local areas. The nursery is a single storey building. Children are cared for in four age groups, within five main play rooms. There is a large, enclosed garden for outdoor play. The pre-school operates for 51 weeks of the year. It is closed for one week over the Christmas period, New Years Day and for two days during the summer for the annual nursery outing and for a staff training day. The hours of opening are Monday to Friday from 7.30am to 6.30pm. There are currently 59 children, aged from three months to under five years, on roll who attend on a full-time and part-time basis. The staff support children who have special educational needs and/or disabilities and those learning English as an additional language. There are 22 members of staff, 19 of whom hold a relevant child care qualification. The manager is working towards a degree in early years. The nursery also employs a part-time cook and a cleaner. There are four staff members who are able to speak Sinhalese, German or Punjabi. The pre-school is registered on the Early Years Register. The pre-school is in receipt of funding for the early education of children aged two, three and four years.

What the setting needs to do to improve further

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

- develop further the use of music in the setting to reduce background noise and to enhance opportunities for children to listen to staff and each other.

Inspection judgements

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

Children of all ages make good progress in the nursery. Staff are strong teachers and they use effective methods to engage children's interests. For example, staff make good eye contact with children, especially babies as they speak to them, to encourage children to speak and engage in conversations. Staff have a strong understanding of how children develop and learn and they assess children's learning needs well, so that planned activities respond to children's needs.

Staff work closely with babies to settle them and to encourage them to develop their language skills. For example, staff play a game with a bucket, which is full of exciting resources. A staff member picks out one item at a time and names it, and describes what it does. She then repeats the process in turn with several items, adding the same words at the beginning and end of each time by saying 'look' and 'gone'. This means that children

familiarise themselves with the sequence. These very young children are able to make good efforts to say a range of words and they become visibly excited as they anticipate what will come out of the bucket next. This activity is repeated with older children and staff modify this well, to challenge all children's speaking skills well. Staff generally use music and singing activities well to promote children's understanding of the patterns and rhythm of speech and song. However, at times, background music is loud and this sometimes makes it more difficult for children to listen to staff and each other at these times.

Children are confident communicators and they readily approach visitors and ask who they are. Children are eager to tell staff and visitors things that they have done and use some complex sentences when they explain things. Staff gather children's attention well as they read stories together. Children enjoy exploring different words and they join in when staff read in different tones and voices to bring the story to life. Staff extend children's imaginations as they play roles with them, as children take turns to be the 'teacher' and read to the group. The toddlers enjoy opportunities to explore real life activities as they explore keyboards and home corner activities with staff. They pretend to type on toy laptops and enjoy pretending to pour cups of tea. This helps them make sense of the world around them, and increases their confidence in everyday activities.

Staff provide all children with opportunities to enjoy plenty of physical activity to support their developing large and small muscle skills. Children play indoors and out as younger children and babies climb on low blocks and all children get on and off low chairs confidently. All children use small equipment skilfully. Babies all learn to feed themselves with a spoon with gentle support from staff and older children gradually develop their pencil control. They move from holding a pencil in their whole hand, to holding it with three fingers. Staff show them how to do this well and this helps children to develop their writing skills in preparation for school.

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

Staff have a good understanding of children's individual needs. They gather information from parents when all children first join and use this to support and settle children. There are gradual settling in processes and staff enable children to settle in at their own pace. This means that all children, including those who are new to the nursery are able to feel emotionally secure and at home. Children have made strong relationships with staff and each other. Staff encourage children to make lots of different friends, so that they develop their social skills and become confident as part of a larger group.

Staff have a good regard for promoting children's safety. They are fully aware of procedures, such as collection procedures, and follow these to promote children's safety. For example, staff gather information from parents about who is authorised to collect their children and staff use passwords for any new collectors. There are clear risk assessments that cover all areas of the nursery, indoors and out and staff supervise children well. This means that staff promote children's safety and welfare to a good standard.

Staff encourage children to be independent as they all wash their hands without prompting. Children are involved in routines that promote their good health. They are able to find their coats and hats to play outdoors and they all eagerly feed themselves at mealtimes. Children sleep on low beds so that they can get in and out of bed themselves at nap time. Children are motivated and enthusiastic learners because staff provide resources that meet their needs and interest them. Many of these are kept at children's level so that they can choose things for themselves. This independence supports children well as they move on to school.

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

The manager and her team have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. She uses this knowledge to make sure that all requirements are met and as a result, children's needs are met well. The manager has trained staff in safeguarding matters. She has a good understanding of the signs and symptoms of concern and uses this information to make sure that staff are all aware of the appropriate action to follow. As a result, staff are knowledgeable and well placed to promote the safety of children in their care. The management team have a thorough understanding of the action to take in the case of an allegation against a member of staff and all staff are aware of the procedure to report any concerns about each other. This means that management and staff are able to take quick action to protect children if there is a need.

The manager uses secure recruitment procedures to vet all staff who join the nursery. There are secure ongoing appraisal and supervisory systems so that the manager can monitor the ongoing suitability of staff in the nursery. As a result, staff continue to perform well and these systems support children's safety. The manager uses the appraisal system, as well as staff observations to identify training needs. This means that staff attend training that directly improves their practice, including how well they develop children's speaking skills. The manager closely monitors planning, observations and assessments of children's progress. As a result, she is able to identify where there are gaps in children's development, and help staff to close these gaps.

The manager is well supported by the owner of the nursery, and they work well together to evaluate the strengths and weaknesses of the nursery. The manager has sought the views of staff, parents and children and as a result, she has a secure awareness of the areas for improvement. The manager has targeted plans to bring about improvements. For example, she has carefully addressed all areas highlighted at her last inspection. Consequently, the nursery has a sustained a good capacity to continue to improve.

The nursery staff, including all key persons, work hard to build strong relationships with parents. Parents state that they feel welcomed into the nursery and they appreciate the level of detailed information that staff give them about their children's care and development. Staff encourage parents to be involved in their children's education. They share ideas with them to support parents to extend their children's development at home

and share details of progress that children make. This provides good continuity of care and education for all children. Staff work hard with any other professionals involved in children's care and education and this means that children make smooth moves to their next place of learning and are confident and secure.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	139099
Local authority	Hillingdon
Inspection number	938795
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	59
Name of provider	Pre-School Playhouse
Date of previous inspection	25/03/2009
Telephone number	01895 624454

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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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