

Playhouse Pre-School

Branfil Primary School, Cedar Avenue, Upminster, Essex, RM14 2LW

Inspection date

Previous inspection date

26/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy their time at the pre-school. They direct their own play and learning while exploring activities and resources that support their interests and abilities. As a result, children are motivated and enjoy their learning.
- The key person system is firmly embedded and children feel safe and secure. Children are well protected as the staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Partnerships with parents, carers and other professionals are strong and, as a result, children make good progress in their learning and development given their starting points.
- The manager provides strong leadership and has a commitment to develop the pre-school. Plans for improvement are well targeted to further raise the quality of the provision.

It is not yet outstanding because

- Staff miss some opportunities to promote learning in mathematics and literacy in the garden, as there are no visual aids such as books, writing materials, number lines or labels.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and garden.
- The inspector spoke with the management team and staff.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Playhouse Pre-School registered in 2013 and is privately owned. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from Branfil Primary School in Upminster, in the London Borough of Havering. The pre-school serves the local area and is accessible to all children. It is situated in a purpose-built building and there is an enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff, most of whom hold appropriate early years qualifications. The pre-school is open each weekday from 8.45am until 11.45am and from 12.25pm until 3.25pm during school term times only. Children attend for a variety of sessions.

There are currently 73 children attending who are in the early years age group. The pre-school provides funded early education for children aged three and four years. It supports 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:

- increase the promotion of literacy and mathematics in the outdoor play area, for example by providing number lines, letters, books and writing equipment.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They have a very secure knowledge of how children learn through play, and the quality of teaching is good. Staff have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led, play-based activities that provides effective challenge and stimulation. Staff closely monitor children's progress through focused observations and assessments, and use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's secure understanding of children's interests, likes and dislikes, informs careful planning to promote individual children's progress. The key person confirms children's particular interests through regular discussion and feedback from parents. As a result of successful planning, children are motivated and eager to learn, and any gaps in their learning are quickly identified and supported.

Parents are actively involved in the life of the pre-school, and contribute their time and expertise to support children's development. For example, they read stories and rhymes to children in their home language. This promotes children's personal, social and emotional development, and aids progress in communication and language. Parents are involved in the initial assessments of children's learning to identify their starting points. They receive regular information from their children's key persons and they share examples of learning from home to promote continuity. Staff and parents share the children's progress check at age two, as well as individual education plans, which contribute to planning for each child's development. As a result, all children, including those learning English as an additional language and those with special educational needs, make good progress.

Children find out about the world around them as staff teach them about the life cycle of a butterfly. Staff show them pictures of chicks hatching from eggs and they discuss how the children grow too. Children plant seeds in pots and develop their physical skills by playing sports in the garden. However, the garden is not used to its full extent to promote all areas of learning as writing resources, books, numbers and letters are not provided there. Older children with advanced skills are very well supported in the pre-school as staff work with them on an individual basis to challenge them in their learning. For example, staff engage individual children in an activity where they identify pictures with names that rhyme. Children are excited with their success and are eager to continue as staff praise them, boosting their self-esteem. These more focused activities prepare children well for the next stage in their learning and school.

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

Children are confident and happy in the pre-school; they make friends easily and behave very well. The well-embedded key person system ensures that children feel secure and build strong relationships. Staff are kind and caring, and they are good role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Play resources are of good quality, indoors and outdoors, and are easily accessible to all children. All play activities presented are age-appropriate, and staff follow children's lead and extend their learning as they play.

Children manage their own personal care needs and learn the importance of washing their hands. They put on their own coats and shoes, demonstrating their growing skills of independence. Healthy eating is promoted by the provision of fruit and vegetables at snack times. Children with special dietary needs are supported as staff know the children well and ensure that they never come into contact with foods they must avoid. Children have opportunities to run around in the fresh air and strengthen their muscles. They develop confidence as staff praise them for their skills at catching a ball. Children play together cooperatively as they pretend to make a 'flat dinner' in the playhouse. Staff ask open-ended questions and find out that they are pretending to cook pancakes. They encourage and extend their learning by further questioning about recipes, to encourage

thinking skills and imagination.

Children are safe in the pre-school. Children are well supervised as staff interact with them at all times. Children learn to keep themselves safe as staff remind them to use their 'walking feet' inside, to prevent them from tripping. All visitors to the pre-school must sign in and out, and are monitored throughout their visit. External doors are kept locked and only opened by staff. They stand by the door when children are entering or leaving the building to ensure the children remain safe. Staff carry out regular fire evacuation practices to ensure that all children and adults know what to do should an emergency occur. Staff have high expectations of children to be confident, capable, independent and emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They are well qualified and additional training is provided to ensure that all staff can effectively implement the pre-school's policies and procedures. There is a clear safeguarding policy, including a policy restricting the use of mobile telephones and cameras, to ensure staff protect children. All staff have a very secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. All adults working with children are subject to appropriate background checks to ensure that they are suitable to be in contact with children. Recruitment procedures are robust; new staff receive a full and rigorous induction, and are supervised throughout their probationary period. All the necessary documentation for the safe and efficient management of the nursery is in place. The environment and activities are effectively risk assessed to ensure that children remain safe and secure.

Effective monitoring of the educational programmes and successful tracking of individual children's development enable staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. Staff are well supported by the manager, who closely monitors their practice and the effectiveness of the educational programmes. This results in a strong, motivated staff team, who are committed to providing a high quality experience for all children. Ongoing professional development is discussed regularly and practitioners are encouraged to pursue training to enhance their practice. Children's progress is closely analysed by the key persons and monitored by the management team, to ensure all children achieve their full potential.

Staff work closely with the adjoining school, and exchange visits and observations with teachers. Parents say that the structure and routines of the pre-school prepare children well for their move to school in the summer. They support the pre-school by forming a parents' committee and raising funds to buy new resources. Staff support parents to continue their children's learning at home and welcome parents' contribution within the pre-school. Parents speak highly of the staff and praise them for their dedication and skills. The management team and staff are always looking for ways to improve resources

and outcomes for children. The self-evaluation of the pre-school is effective because parents, staff and children are encouraged to voice their views regularly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY468399
Local authority	Havering
Inspection number	936428
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	73
Name of provider	Playhouse Pre-School Partnership
Date of previous inspection	not applicable
Telephone number	07814683620

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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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