

# The Playhouse Pre School

Cove Methodist Church, Cove Road, Farnborough, Hampshire, GU14 0EX

<b>Inspection date</b>	17/07/2014
Previous inspection date	21/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are busy and happy as staff create diverse and interesting opportunities for them to learn and develop new skills indoors and outside.
- Staff regularly update secure on-line observations and assessments of children's progress, enabling parents to review and contribute to their children's learning and development at home.

### It is not yet good because

- The quality of teaching fluctuates as staff are not always confident to deliver activities that inspire and challenge children to reach their full potential.
- Parents do not benefit from good partnership working because the pre school does not always make it clear how they run the setting.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed a wide range of activities across all areas of the pre school and talked with staff and children about what they were doing.
- The inspector sampled documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and met with several members of the management committee.
- The inspector met the chair person of the committee and conducted a joint observation with the manager.

## **Inspector**

Helen Robinshaw

## Full report

### Information about 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 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 34 on roll, all of whom are in the early years age range.

The pre school is open from 8.45am each weekday during school term times. Morning sessions finish at 11.45am. Afternoon sessions are available from 12 noon to 3pm on Monday, Wednesday, Thursday and Fridays. A lunchtime club is also in operation between 11.45am to 12 noon on these days. Children may attend for a variety of full-time or part-time sessions. The pre school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. Staff support children with special educational needs and/or disabilities and children who are learning English as an additional language.

The pre school employs five members of staff, including the manager, who work directly with the children. Four members of staff are appropriately qualified at level 3 or above and one is training towards a qualification at level 3. Two members of staff hold foundation degrees in Early Years Care and Education.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- sharpen the focus of supervisions so staff gain the confidence and skills they need to inspire and challenge individual children to reach their full potential.

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

- enhance the sharing of information with parents to help them understand how the pre school runs.

### Inspection judgements

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

Children enjoy their time at the setting as they freely choose between a wide range of activities, which cover all areas of learning and development. Staff prepare and create many different areas inside and outside, with toys, books and resources to attract children's interests and imaginations. For example, children dress up and act out stories. They develop imaginary play in covered cosy spaces and help themselves to paints as they concentrate intently on colour mixing and expressing their own ideas. Staff follow children's interests and talk through their ideas with them. They sing rhymes and read stories with children constantly throughout the day. As a result, children make good progress in their communication and language development given their starting points on entry to the setting.

Staff know how to promote the learning and development of young children relative to their level of qualifications. The manager is highly qualified and knows how to excite and develop the characteristics of effective learning in children from all backgrounds. However, with the deputy manager on leave and another experienced senior staffing role unfilled the team are out of balance. The manager directs her energy to ensuring children receive an adequate standard of learning and care. This takes her time away from supervising staff so they provide all children with activities that challenge them enough. The quality of teaching therefore fluctuates, as staff are not always confident to deliver activities that inspire and challenge children to reach their full potential.

Staff work hard to raise the standards of their practice and improve the services they offer children and their families. The recent introduction of an online system for recording and sharing staff's observations with parents is successful. Parents appreciate regular updates on their children's activities and achievements. They delight in being able to follow through some of their children's learning at home and when out in their community. Photographs provide a joint focus for conversations about children's current interests and achievements. Some parents also send photographs and captions back to the setting. This gives children something to talk about with the staff and other children during circle time activities and helps to boost children's self-confidence and speaking skills.

Currently staff prepare progress checks for two-year-old children and end of year reports for parents in paper format. This sharing of information is also gradually transferring to an on-line format, unless families prefer to continue with paper printouts. Some parents have already fully embraced the way staff link their on-line observations with assessments and planning for children's next steps. Each week, staff plan and prepare activities to cover all areas of learning and development and they identify which children are likely to gain from each activity. These systems help staff to put in place opportunities to challenge children's learning. Staff lack practise in using this information for self-reflection and evaluation of the impact of their teaching on children's progress. Consequently, not all children make good enough progress in all areas of learning and development.

The manager tracks children's progress well over time and this helps her identify any gaps and delays in children's learning. She works well with other professionals to help parents secure the additional support they need for their children. In her role as special educational needs coordinator, the manager also uses the advice she receives from specialist teachers to adapt and strengthen programmes of education for individual children. Parents commend the manager for her guidance and commitment to their

families as she helps them find the best way forward.

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

Children soon settle into the pattern and activities of the day as staff learn about their needs, likes and dislikes before they start. Staff meet with parents to gather information about family routines, children's current achievements, interests and any dietary requirements they have. This puts staff in a good position to plan activities that engage children and put them at their ease. Each child has a key person who helps them settle into their new environment and gives them the confidence to explore and make new friends. A display in the hallway helps everyone involved with the child to see photographs of the children and their key-person groups. Children are generally happy and relaxed as they move freely between staff and the indoor and outdoor play areas.

Staff deploy themselves and supervise children well across the free-flow environment. This enables children to move between the indoors and outdoors safely as they choose easily accessible resources that engage and interest them. For example, some children use a water trough for boats and watering plants, while others choose to clean and polish a scooter. All staff are good role models; they play alongside the children encouraging them to enhance and develop their communication and vocabulary skills with adults and with their peers. Consequently, children become increasingly self-confident as they talk to adults and make new friends.

Children enjoy plenty of fresh air as they find so much to do outside where staff create spaces for physical play and cosy areas for craft and stories. Staff teach children how to keep themselves safe as they climb over obstacles and spin around in large cups. Children learn to think through the risks of balancing on different objects and getting in the way of other playmates. Staff also encourage children to keep their bodies healthy by drinking plenty of water and eating fresh fruit and vegetables. Staff have recently changed the arrangements for snack time. Children now choose from a wide range of fresh fruit and vegetables as well as crackers and breadsticks. Children observe each other as they try different foods and are encouraged to expand their diet to include a wider range of healthy options.

Staff encourage the children to tidy up, work as a group in different activities, and provide them with praise for their positive actions. Children are learning to take responsibility for their behaviour, their environment, and their place in the team. Staff also encourage children to be independent, especially as they near their moves to school. For example, children manage trips to the toilet with minimal help, get their own sunhats from their pegs, and pour their own drinks. As children prepare for school staff refine regular large-scale activities such as painting, colouring, and tabletop games by supplying finer brushes, pens, and pencils. They foster children's interest in listening to initial sounds and thinking about the sounds in their names. These activities help prepare children well for their first attempts at writing their name. Staff also invite children's new class teachers into the setting to see children in an environment where they are confident to speak and proud to show off their learning. Staff prepare children well emotionally by talking about

forthcoming moves to school and changes in their activities. As a result, children are generally ready for the next stage in their learning and their moves to school.

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

The manager of the setting has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses her high-level qualifications in early education and leadership to continue to improve standards in education and care at the setting. Educational programmes cover all areas of learning and development well and monitoring is tight enough to identify gaps and delays in children's learning. The manager also effectively supports families requiring additional help when their children need support from other specialists.

The chair person of the committee and the manager place the highest priority on meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff routinely update their knowledge in safeguarding children, which helps them implement all measures to protect children appropriately. Staff meetings include a focus on different practices to help ensure children's welfare and safety. All staff have recently updated first-aid training and practise evacuation drills with children on a termly basis to help them to learn about their own safety. A comprehensive range of risk assessments and daily checks also help to ensure that the environment remains safe for children and that staff remove or minimise any risks of harm.

Contact details for the Local Safeguarding Children Board are clearly displayed should staff or parents have any concerns. Staff refresh their knowledge on key policies and procedures covering all areas of practice regularly and these are attached to the notice board for parents to see at any time. Staff sign contracts annually to confirm they abide by stringent guidance on the use of cameras, photographs and social networking sites. Parents also sign an agreement that enables them to access photographs and records of their own children's achievements and places restrictions on sharing information beyond their family. These measures help to ensure that information sharing supports the continuity of learning between home and school.

Systems for vetting, recruiting, supervising and appraising staff are in place to make certain they are suitable for their role and to work with children. However, the supervision of staff to ensure good quality teaching to raise achievements for all children is less frequent and less effective.

Partnerships with some families are good especially where they are seeking specialist guidance from external professionals. However, management does not consistently make sure that parents fully understand how the pre school runs, affecting the quality of partnership working to benefit the children. The manager seeks out the knowledge she requires to develop the setting further and acts upon guidance from her local advisory team. As tighter systems of evaluation extend across the setting, staff continue to look to

improve the provision for all children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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

<b>Unique reference number</b>	110556
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	816986
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	34
<b>Name of provider</b>	The Playhouse Pre School Committee
<b>Date of previous inspection</b>	21/03/2012
<b>Telephone number</b>	07792 936941

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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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