

# The Purple Playhouse

Sydenham Primary School, Calder Walk, LEAMINGTON SPA, Warwickshire, CV31 1SA

<b>Inspection date</b>	30/10/2014
Previous inspection date	18/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children enjoy learning, behave well and make good progress. This is because the quality of teaching is good and children benefit from a range of well-planned activities both indoors and outside.
- Staff interactions with children are very good. They make the most of opportunities to extend their vocabulary and support them to think and participate in conversations. As a result, children develop good language and communication skills, which actively supports their future learning.
- Partnerships with parents and external agencies are well established. This means that there is a consistently supportive approach to promoting children's next steps in their learning, both in the setting and at home.
- Staff are warm and caring, which encourages children to feel secure. Staff have an effective understanding of safeguarding procedures and ensure that children are kept safe from harm.

### It is not yet outstanding because

- Staff do not make the most of information gained from parents about children's starting points from the earliest opportunity to maximise their progress from the outset.
- Leaders do not always sharply focus on staff's professional development to continuously develop their knowledge and understanding about best possible practice within the early years.

## **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 had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## **Inspector**

Victoria Mulholland

## Full report

### Information about the setting

The Purple Playhouse was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is a committee run group. It operates from within Sydenham Primary School, which is situated to the south of Leamington Spa, Warwickshire. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round, except for bank holidays, one week at Christmas and one week at the end of August. Children attend for a variety of sessions. Children are cared for in one large room and have access to the school playground and an enclosed outdoor play area, which is partially covered. There are currently 61 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery staff support children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently eight staff working directly with children, of whom seven have an appropriate early years qualification. Five of the staff have qualifications at level 3 and two have qualifications at level 2. The nursery receives support from the local authority and has close links with the adjacent school and children's centre.

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

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

- enhance the use of the initial information gained from parents about what their children like, know and can do from the onset in order to enrich opportunities to support children's progress
- sharpen the focus of the already good professional development systems to continuously improve staff's knowledge and understanding about best possible practice in the early years.

## Inspection judgements

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

Children enjoy their time in the nursery. The learning environment is well organised and very well resourced, both indoors and outside. Staff have good understanding of the learning and development requirements and of how children learn through play. Staff provide a wide range of interesting activities and rich opportunities to promote children's learning and development. For example, recent activities focused around the theme of castles included plentiful opportunities for children to expand and enhance their learning. They were supported to paint and draw castles, and to build them with wooden blocks or construction bricks. Staff also skilfully promoted mathematics, using the theme by

encouraging children to count knights and match the number with the correct numeral, and to compare different sizes of princesses, knights and castles. Children gain confidence and social skills as they participate in daily routines, such as tidying up and circle times. The promotion of children's communication and language skills is a particular strength of the nursery. Staff use a variety of strategies to support these. For example, staff model language, repeat back what children say and add a word to extend vocabulary. They use visual aids, gestures and some signing alongside speech. Staff use props, while reading a story, to support children of different ages and stages of development to engage well and develop listening and attention skills. These strategies also ensure that children who speak English as an additional language are well supported in their understanding and learning of English. Staff skilfully use open-ended questions to encourage children to express their thoughts and ideas as they play. They engage children very well in conversations that extend and develop their understanding and enable them to make links between experiences. The member of staff who is responsible for supporting children with special educational needs and/or disabilities has a particular interest in supporting children's development of speech and language. After specific Time to talk training in this area, she assesses children to identify areas of concern and plans language enrichment activities. These are specifically tailored to support individual children's development, in order to narrow the gap in these skills. She also uses her training to effectively support other staff members to plan experiences that enable children to make good progress in this area.

Staff obtain information from parents about what children like, know and can do, but this information is not always gathered as soon as children start at nursery. Consequently, staff do not identify children's starting points and next steps for learning early enough to ensure that progress is maximised from the outset. Nevertheless, once staff identify children's starting points, their ongoing observations and assessments of children throughout the year are accurate and are effectively used to plan suitably challenging and enjoyable activities. Staff's skills in assessment also enable them to identify any areas where additional support from other agencies or professionals may be needed to enable individual children to make the best possible progress in relation to their starting points. This, together with the consistently good quality of teaching, enables all children to progress well towards the early learning goals and means that children are acquiring skills that they will need in readiness for school.

Nursery staff develop good relationships with children and their families. Parents and carers are actively encouraged to contribute to children's learning journey records with photographs and experiences from home. Parents are also invited to share information about their own observations of children's progress at home on a home observation tree in the nursery entrance. Staff use daily diaries for two-year-old children to share information with parents about their child's day in nursery. Older children enjoy homework books that give parents and carers ideas about activities and ways to continue children's learning at home. Consequently, a consistent approach to children's learning both at home and in nursery is effectively promoted.

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

Staff work in partnership with parents and carers to support children as they start in the nursery. Children are offered a gradual settling-in process, which is tailored to individual needs. Parents and children are supported by a nominated member of staff during this time to ensure continuity of care over the settling-in period. This helps children and their parents to become familiar with the setting and enables them to begin to build relationships. Key persons are assigned towards the end of the settling-in period. They work hard to ensure that each child's learning and care is tailored to their individual needs and to support parents and carers in guiding their child's learning at home. As a result, children build secure attachments over time, and parents speak highly of the nursery and staff, for example saying that staff are 'very approachable'.

Children are learning to keep themselves safe as they practise fire evacuation procedures and are taught about safe practices, such as not running inside. Children have regular access to fresh air and physical exercise as they play outdoors and use the larger playground area. Children learn to manage risks as they climb, balance and travel over a variety of large equipment that includes crates, log stumps and wooden beams. They also have opportunities to develop large muscle skills as they push, pull and pedal wheeled vehicles. Staff teach children about good hygiene practices, such as washing hands after toileting and before eating. Children are provided with a range of healthy snacks, such as fresh fruit and breadsticks. They are able to help themselves to milk or water throughout the day. Children have previously been involved in growing vegetables, such as tomatoes, carrots, onions, sweetcorn and peppers, in the nursery garden. As a result, children are developing awareness of where food comes from and the importance of a healthy diet.

Children behave well because staff are very good role models and provide clear guidance for children about what is acceptable behaviour. Staff teach them about sharing and taking turns and reinforce children's positive behaviour with praise and encouragement. As a result, children are happy and enjoy what they are doing. They also learn to play alongside and cooperatively with others. Children have excellent opportunities to exercise choice and follow their own interests as they select from the wide range of resources and learning opportunities that staff provide. They are developing independence and personal care skills as staff encourage them to try to do things for themselves, such as putting on, taking off and hanging up their own coats. Staff promote children's understanding about taking responsibility for looking after resources by encouraging them to help with tidying up. Children also learn about the needs of others as they take part in fundraising events for charities. The nursery has very strong links with the primary school in which it is situated. After discussions with school teaching staff, the nursery introduced similar strategies, such as circle times and a particular phonics scheme, so that children would be familiar with these before starting school. Reception teachers from all schools to which children will go are invited to visit the nursery in the summer term and children go for visits to their reception classes, supported by their key person. This eases their move on to school and supports them in being emotionally ready to adapt to change at the end of their time in the nursery.

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

Effective arrangements are in place to ensure that children are safeguarded. All required policies and procedures are in place. For example, there are clear policies about the use of mobile telephones, cameras and social networking sites. The nursery's child protection policy reflects Local Safeguarding Children Board guidance and procedures. All staff attend safeguarding training and demonstrate clear understanding of the possible signs and symptoms of abuse. Staff are fully aware of their responsibility to report any concerns they may have about children's welfare to the designated safeguarding person within the nursery or to the relevant external agencies. Robust recruitment and vetting procedures are in place to ensure that staff are suitable to work with children. Thorough risk assessments and daily checks of all areas used by children ensure that they are kept safe.

Managers evaluate the quality of the provision taking into account the views of staff, children and parents. The manager has high expectations and continuously reflects on different aspects of the provision to consider areas for improvement. For example, investment in waterproof and wind-resistant blinds around the covered area outside has improved provision for outdoor learning and play, so that children can now access this area in all weathers. Managers observe staff regularly to ensure their practice is of good quality at all times. Managers also carry out one-to-one informal and formal meetings with staff as part of regular supervision processes. During these discussions, staff are supported in identifying areas for professional development to further improve their good practice. However, the manager does not yet sharply focus on continuous training to enhance staff's knowledge of new initiatives and best possible practice in the Early Years. The manager and staff have an overview of educational programmes as they work together to plan for children's learning and development both indoors and outside. Key persons plan specific activities for their key children, that link with their next steps for learning, and track each individual child's progress. The manager monitors this planning and tracking monthly to ensure that all children are making progress across the seven areas of learning throughout the year. The manager and member of staff, responsible for special educational needs, ensure that any gaps are identified so interventions are put into place and support from external agencies is secured where appropriate.

Partnerships with parents are good. Parents comment on the 'lovely environment' and 'very supportive staff'. Staff share information with parents about the range of learning experiences provided in nursery through daily feedback, regular newsletters, information display boards, daily diaries for two-year-old children and learning journals. Partnerships with external professionals are well established and make a strong contribution to meeting children's needs. For example, staff regularly communicate with speech and language therapists and health visitors based in the adjacent children's centre. This enables information and support strategies to be shared between home, nursery and other professionals, so that there is consistency of learning and care for 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	200785
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	875024
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	61
<b>Name of provider</b>	The Purple Playhouse Committee
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	01926 832693

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

