

Playhouse Day Nursery

287 Hatherley Road, CHELTENHAM, Gloucestershire, GL51 6HT



Inspection date

16 February 2015

Previous inspection date

26 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff's assessment and planning demonstrate their deep knowledge about individual children. They plan for each day, providing timely help to extend children's learning.
- The staff's calm approach and clear explanations of nursery rules and routines help children to behave well and to make seamless transitions between rooms.
- Staff resource the playrooms and outdoor areas well providing stimulating toys and equipment. As a result, children are self-motivated and keen to make decisions about their play in the purposeful atmosphere.
- Staff make good use of photographs and picture aids to encourage children to settle and communicate their needs and choices. This includes children who have special educational needs and/or disabilities.
- Management places a strong focus on professional development for staff. Staff share learning with their colleagues, which helps to develop the quality of their practice.
- The manager and her staff take time to reflect deeply on their practice and have a strong commitment to improve the provision for children.

It is not yet outstanding because:

- Staff miss fostering children's independence and learning in some everyday routines.
- Staff do not always develop older children's understanding of correct grammar.
- The manager is still establishing systems for checking children's progress. These are effective in assessing the development of individual children but do not currently help her to check precisely the progress of specific groups of children.

What the setting needs to do to improve further

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

- enhance children's understanding about the use of grammar, to enable children to express their thoughts and ideas through correct spoken language
- extend opportunities for children's learning and growing independence as they learn to do things for themselves during daily routines
- enhance systems for checking children's progress to identify more easily groups of children who may benefit from additional, targeted support.

Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the three playrooms and outdoor areas and undertook a joint observation with the manager of an adult-led activity.
- The inspector held meetings with the manager and deputy manager and had discussions with staff, children and parents.
- The inspector checked the evidence of the suitability and qualifications of staff and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation, including written policies and information from parents' surveys, and discussed assessment, planning and safeguarding procedures.

Inspector
Angela Cole

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Nursery staff promote children's learning and development well across all areas. Children have free access to a wide range of activities to help them develop choosing skills. Babies explore sound toys and are fascinated with lights and bubbles in the sensory room. Toddlers also investigate the properties of sand, water and paint, which older children explore by mixing and combining colours. Staff are nearby to offer support and make good use of opportunities to encourage children's conversation. Although staff do not always correct children's attempts at more complex wording, overall, children are making good progress in their communication and language skills. Staff introduce mathematical ideas during children's play. When children sing number songs, adults encourage them to develop their problem-solving as they take one away. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensure children's learning is supported in the nursery and at home.

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

The nursery is safe and welcoming. Children have positive relationships with their special staff; they enjoy their cuddles, praise and consistent reassurance. Staff take the babies outside frequently, while toddlers and pre-school children choose to be active in outdoor, physical play. They know why this is important to their health. Staff meet their individual dietary needs with wholesome, home-cooked meals and snacks. Children of different ages interact with each other to develop good social skills and confidence. Although staff do not encourage children to take on responsibilities during daily routines consistently, children gain good independence overall. Staff support children to learn well about the community in their locality. They see different people on walks around the neighbourhood and they explore cultural festivals, such as Chinese New Year. Children develop positive attitudes to others and to learning, which helps them get ready for the move on to school.

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

The staff have a strong knowledge of the learning and development requirements and how to keep children safe. They review risks in the environment continuously so that children can move around designated areas freely. Staff are committed to promoting quality provision for children and their parents. Systems for evaluating what is working and what needs to improve are developing well. Managers value the views of staff, children and parents and use these to good effect in their numerous action plans. Staff evaluate children's progress well to make sure they address any learning gaps, including for two-year-olds. However, checking systems do not allow them to build an accurate picture of progress being made by different groups of children easily. Particularly strong partnerships with other settings and agencies help staff to maintain continuity for children's well-being.

Setting details

Unique reference number	EY420840
Local authority	Gloucestershire
Inspection number	838772
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	62
Name of provider	Playhouse Day Nursery (Cheltenham) Limited
Date of previous inspection	26 May 2011
Telephone number	01242 253212

Playhouse Day Nursery opened in 1994 and re-registered as a limited company in 2010. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery operates from a baby unit and two playrooms on both floors of a converted, detached house. Children use two enclosed outdoor areas. The nursery opens each weekday from 8am to 6pm all year round except for bank holidays, and provides out of school and holiday care. The provider receives funding for free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are eight members of staff, seven of whom hold appropriate early years qualifications. The manager has an early years degree and holds early years professional status. The nursery is working towards the Bristol Standards Quality Assurance Award.

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