

Playhouse 2

Scout Hut, Albert Road, Evesham, Worcestershire, WR11 4JX



Inspection date

5 March 2015

Previous inspection date

3 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children's individual next steps in learning are not consistently used when planning children's activities. Consequently, teaching does not always match the needs of all children.
- Staff do not use effective strategies to manage children's behaviour. This means they do not promote children's emotional well-being effectively.
- Staff are not always adequately deployed during outdoor play. Staff tend to other tasks indoors, and are therefore not available to respond swiftly to meet the needs of the children.

It has the following strengths

- Children make choices from a suitable range of age-appropriate activities and resources, which contribute to their progress in learning and development.
- Children develop strong attachments with staff. This enables children to feel emotionally secure, to settle well and enjoy their time at this pre-school.
- Children's learning at home is well-supported through effective partnerships with parents.
- Staff fully understand and effectively implement child protection policies and procedures, which helps to ensure that children are protected from abuse.
- Children develop an understanding of healthy lifestyles due to regular physical exercise and healthy snacks.

What the setting needs to do to improve further

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

- ensure that children's identified next steps in their learning are considered when planning activities, to ensure staff are able to shape learning experiences for each individual child
- implement a behaviour management procedure that is consistently and effectively applied to ensure children learn to behave appropriately
- improve the deployment of staff so that they are available to more closely supervise children and respond swiftly to their needs.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
- The inspector looked at documentation, including a selection of policies and procedures and the children's learning records. She also checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable. The planned activities do not take into account children's identified next steps in learning. This results in some children becoming distracted and wandering away from the activity. However, children generally enjoy their time spent at the welcoming pre-school. They are familiar with the routine and readily take part in a range of different activities that interest them. This is because the pre-school has a wide range of resources and equipment that stimulates children's interests in their surroundings. For example, children take great pleasure when using the balancing beams in the garden to escape the imaginary crocodiles. As a result, children make some progress towards early learning goals during their time at the setting and are acquiring some of the skills needed to support their eventual move to school. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well. Staff use effective teaching methods, such as non-verbal communication, and use pictorial routines.

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

Staff welcome children into the pre-school and, as a result, they are happy and emotionally secure. This is evident as children happily separate from their parents and quickly engage in play with their friends. Staff ensure that children are emotionally supported during well-organised settling-in sessions. Children have daily access to fresh air and opportunities to promote their physical skills outside. This promotes a positive attitude to healthy lifestyles. However, on occasions, staff are not deployed effectively during outdoor play as staff's time is taken up with other tasks. This affects their ability to respond swiftly enough when children need their help and attention negotiating the climbing equipment in the garden. Additionally, children's behaviour is sometimes poor and not consistently managed by staff. For example, children playing with cars along a racing track made with guttering, struggle to take turns. Some staff remind children to wait for their turn while others allow children to jump the queue. This results in some children becoming frustrated and displaying signs of unwanted behaviour. Consequently, children are not developing an understanding of boundaries and expectations.

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

Children are safeguarded well as the manager and staff understands their responsibilities in meeting the safeguarding and welfare requirements. There are thorough systems to check that staff are suitable to work with children. Staff receive regular one-to-one meetings with management. These provide staff with the opportunity to discuss their professional development and training needs, which improve the outcomes for children. The staff monitor the environment to ensure it is safe and suitable for children to use. They reflect on their practice and involve children, staff and parents in their self-evaluation process. Staff work well with external agencies, such as the local authority early years team and use action plans to support children's learning and development further.

Setting details

Unique reference number	EY399648
Local authority	Worcestershire
Inspection number	994402
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Juliet Emma Cowell
Date of previous inspection	3 October 2014
Telephone number	07811723033

Playhouse 2 was registered in 2009. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. Sessions are from 9am until 3pm, subject to demand. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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