

Playhouse 2

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



Inspection date

17 December 2015

Previous inspection date

5 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make good progress. Staff get to know children very well and understand how to promote their individual learning needs.
- The manager has a good overview of the progress children make. Additional support is promptly offered to those children who need it. She ensures that no child falls behind.
- The pre-school works very closely with parents, other providers and professionals. They frequently share information about children's learning and care. This promotes good continuity for children between the different settings they attend.
- Children enjoy their time at the pre-school. Staff build positive relationships with children and their families. This helps children to feel safe and secure.
- The environment is welcoming and stimulating. Children are motivated to participate with a range of activities and confidently select what they want to do.
- Improvements have been made since the last inspection. Managers have made the changes required to ensure children's welfare and learning are well promoted.

It is not yet outstanding because:

- Professional development opportunities for staff are not ambitious enough. Managers do not yet consider how to raise the quality of teaching to outstanding to promote the best possible outcomes for all children.
- During group activities, some opportunities to enhance the learning of disabled children and those with special educational needs or children who speak English as an additional language are not fully exploited.
- Staff do not provide children with plenty of opportunities to learn about things beyond their immediate experience and the wider world.

What the setting needs to do to improve further

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

- strengthen the professional development opportunities for staff to raise the standard of teaching practice to outstanding, in order to promote the best possible outcomes for all children
- increase the opportunities to promote the learning of disabled children and those with special educational needs or children with English as an additional language to the highest level, particularly when teaching in groups
- provide more opportunities for children to learn about things beyond their immediate experience and the wider world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have received safeguarding training and the manager ensures that they keep this up to date. Staff understand the possible signs and symptoms of child abuse and are clear about procedures to report any concerns. This helps to protect children from harm. The management and staff reflect on the quality of the provision and have been very well focused on raising the overall standard since the last inspection. All staff are well qualified. They benefit from supervisions and access to frequent training to boost their knowledge and skills. This has a positive impact on the quality of care and learning children benefit from. However, managers are not yet highly focused on further developing teaching practice to raise the standard to outstanding to promote the best possible outcomes for children.

Quality of teaching, learning and assessment is good

Staff make precise assessments of children's learning and make good use of the information obtained to support their progress. For example, younger children engage in small-world play with construction bricks and toy animals, people and vehicles. Staff support them to share the resources and extend their game with others to promote their social skills. They also name objects and encourage children to repeat simple sentences to promote their speaking skills. Older children enjoy opportunities to enhance their literacy and mathematical skills. Staff help them to play word games, read stories, recognise numbers beyond 10 and solve simple number problems. However, during group teaching sessions, some opportunities to enhance the learning of disabled children and those with special educational needs or those with English as an additional language to the highest level are missed.

Personal development, behaviour and welfare are good

Staff promote children's physical well-being effectively. They teach children about keeping themselves healthy and well. Staff provide nutritious snacks and talk to children and parents about the importance of eating well. Staff ensure that children benefit from outside play and promote exercise. They encourage children to actively make use of space and climbing equipment to enhance their physical skills. Children's social and emotional well-being are also promoted well. Children behave very well. Staff teach children to show respect and listen to staff and each other. Staff find out about children's home lives and ensure their differences and similarities are promoted. However, children do not always benefit from a range of experiences that help them to learn about things beyond their own encounters and the wider world.

Outcomes for children are good

All children make good progress, including disabled children and those with special educational needs and those who speak English as an additional language. The pre-school special educational needs coordinator helps children to receive the targeted help and support they need to begin to reach their full potential. Children develop the basic skills they need for moving on to school. For example, they learn to take turns with others and wait patiently for their needs to be met.

Setting details

Unique reference number	EY399648
Local authority	Worcestershire
Inspection number	1009172
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	11
Name of provider	Juliet Emma Cowell
Date of previous inspection	5 March 2015
Telephone number	07811723033

Playhouse 2 was registered in 2009. The pre-school employs four members of childcare staff. Of these, all 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 children who speak English as an additional language and disabled children and those with special educational needs.

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