

Playhouse Pre-school Broadwater



Long Meadow Primary School, Oaks Cross, STEVENAGE, Hertfordshire, SG2 8LT

Inspection date	9 February 2017
Previous inspection date	11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff deployment is good. They work effectively between the inside and outside areas of the pre-school, providing close supervision and supporting children in their play and learning. Risk assessments are completed, monitored and regularly reviewed.
- Children are encouraged to move between the indoor and outdoor environments for most of the session. This helps them to explore and investigate a wide variety of resources. They show particular interest in the stimulating range of activities on offer outdoors, such as mark making, the mud kitchen and climbing equipment.
- Partnerships with other agencies are effective. Staff successfully work with other professionals to help them support children and their families.
- Parents are happy that their children have the opportunity to get to know staff from the school they will be moving on to. They report that staff are great and that they would recommend the pre-school to other parents.
- Children develop good relationships with staff. They are keen to share learning experiences with them and also seek them out if they need support. Parents report that staff share information with them about their children's achievements.

It is not yet outstanding because:

- The manager does not always focus on how to support staff's ongoing professional development to enhance the quality of teaching to the highest level.
- Staff do not always consider younger children's differing abilities when planning large-group activities.

What the setting needs to do to improve further

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

- extend the programme of ongoing professional development so that it is more sharply focused on specific areas of staff practice in order to perfect and enhance their teaching skills even further
- take more account of younger children's ability to concentrate when planning large-group activities.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and her staff demonstrate a clear understanding of their roles and responsibilities in regard to child protection. They know how to recognise the signs and symptoms of abuse and what action to take if they have concerns about a child's safety. This includes implementing the pre-school's whistle-blowing policy. Parents are encouraged to feedback their views and opinions about the pre-school. This helps to support the management team to reflect upon practice and bring about improvements. Partnerships with parents are good and staff provide them with information about how they can support children's learning at home. Effective assessment systems help the manager to identify gaps in children's learning and development. Where a concern about development is identified, appropriate action is taken to address this. Parents state that they would recommend the pre-school to others.

Quality of teaching, learning and assessment is good

Staff plan for all children's needs, including those who speak English as an additional language or who have special educational needs and/or disabilities. Older children enjoy using information communication technology to explore their favourite stories. Children excitedly interact with each other and are able to competently express their thoughts and feelings about the characters. They eagerly anticipate what might happen next. Children take part in physical play and have lots of fun using their imagination and refining their hand-to-eye coordination. For example, they pretend to be a builder, learning how to manoeuvre a toy digger, scooping up and then tipping out mud. Young children join in with action songs. They sing along and at times eagerly mimic some of the movements made by staff. Children are provided with opportunities to develop their writing skills. For example, they use clipboards, pencils and paper as part of their imaginary games.

Personal development, behaviour and welfare are good

Children are keen to share learning experiences with adults and also seek them out if they need support. Children learn how to use large outdoor play equipment safely. They have fun as they competently steer scooters and sit-and-ride cars around people and objects in their path. Children are well behaved. They thoroughly enjoy consistent praise given to them by staff for their achievements. Children are given clear guidance and reminders about why we share and take turns. Children are provided with a well-balanced range of snacks and know how to care for their personal needs. This helps to support their independence.

Outcomes for children are good

All children, including those who speak English as an additional language or who have special educational needs and/or disabilities, are making good progress in learning. Children show that they are active and inquisitive learners. They enjoy spending time together and make special friendships. Children enjoy taking part in activities, such as construction, that help them to develop the small muscles required for writing. Children effectively gain the key skills required to move on to the next stage of their learning or school.

Setting details

Unique reference number	EY381778
Local authority	Hertfordshire
Inspection number	1065261
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	73
Name of registered person	Joanne King
Registered person unique reference number	RP907001
Date of previous inspection	11 March 2013
Telephone number	07817917697 07875259692

Playhouse Pre-school Broadwater was registered in 2008. The pre-school employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, including one with early years professional status. The pre-school opens from Monday to Friday during term time only. Sessions are for three hours between 7.30am and 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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