

Playhouse Pre-School

Branfil Primary School, Cedar Avenue, Upminster, Essex, RM14 2LW



Inspection date

19 April 2017

Previous inspection date

26 March 2014

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

Summary of key findings for parents

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

- The manager, who is also the co-owner, does not ensure that all identified risks and potential hazards are not only minimised but also removed immediately to eliminate risks for children. This is also a breach of the Childcare Register.
- The management of the setting is not good enough. In particular, staff's supervisions are not fully implemented to maintain consistent quality of teaching.
- Some staff do not identify or assess each child's learning needs and stage of development accurately to ensure all children make good progress.
- Sometimes, children whose home language is not English do not have enough opportunities to develop and use their home language in play and learning.
- At times, staff do not follow children's ideas to help them develop their imagination and do not help them think for themselves. Additionally, children lack sufficient time to finish their chosen activity before staff ask them to move to the next routine.
- Self-evaluation is not fully successful in identifying and targeting all weaknesses.

It has the following strengths

- Children have opportunities to be active and play outside every day.
- Staff help children to understand any differences and respect each other.
- The manager and staff regularly communicate with parents and other professionals to help maintain continuity in children's learning and development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement robust and effective risk assessments, particularly outside, to ensure any potential hazards to children are identified and removed to continuously maintain children's safety	26/04/2017
■ implement effective supervisions to provide support, coaching and training to staff, and to identify specific training needs in improving their teaching skills	19/05/2017
■ improve the quality of assessment procedures and ensure that all staff accurately identify and understand each child's individual needs and stage of development, to precisely plan for their next steps and to monitor their ongoing progress consistently.	19/05/2017

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

- make better use of opportunities to develop children's home language in play and learning for children whose home language is not English
- extend the opportunities for children to follow their own ideas and to think for themselves
- review the organisation of some daily routines, particularly so that children can finish activities at their own pace
- make better use of self-evaluation to target all weaknesses in practice to improve outcomes for all children.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector observed children's activities and their daily routines.
- The inspector spoke with the manager, some children, parents and staff throughout the inspection.
- The inspector sampled a range of documents available, including those relating to the safety checks and to safeguarding.
- The inspector carried out a joint observation with the manager.

Inspector

Nataliia Moroz

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The provider follows appropriate recruitment procedures to ensure all staff are suitable to work with children. The manager, who is also a co-owner, ensures all staff have a suitable knowledge of all safeguarding policies and procedures and any new legislation to protect children. She understands the changes that must be notified to Ofsted. In general, staff supervise children and deploy themselves appropriately throughout the day to meet children's needs. The manager monitors children's progress and ensures parents receive regular information about the setting and their children's day. She makes sure the qualification requirement is always met and there are enough first-aid qualified staff to provide immediate first-aid when children's accidents occur. However, the manager has not implemented an effective system to help staff maintain their professional development and monitor their performance. She has failed to identify and address current weaknesses in practice effectively.

Quality of teaching, learning and assessment requires improvement

Most staff have a suitable understanding of children's individual needs and the activities they enjoy. However, they are not always responsive to the ideas of individual children. Some staff do not help children fully develop their imagination or help them think for themselves. Overall, most staff use suitable teaching methods to engage children in learning. For example, they read books and experiment with play dough. The quality of assessments is varied. Although staff observe children, not all of them use this information to identify children's starting points, monitor their progress or plan challenging enough activities. For example, some daily routines are interruptive.

Personal development, behaviour and welfare require improvement

In general, the premises are safe. However, some identified hazards in the garden are minimised but not eliminated. For example, children are closely supervised and not allowed into areas with unwanted plants, instead of removing those plants. Staff are caring and approachable. They establish warm relationships with children and their families. Children explore the environment confidently. They enjoy spending time at the nursery and, in general, behave very well. Staff teach children about boundaries, safety rules and healthy lifestyles. For example, children learn to wait their turn, know about the dangers of riding a scooter without a helmet, and understand the benefits of exercise.

Outcomes for children require improvement

Children acquire the basic skills needed for their future learning. They make friends and play well with others. However, due to inconsistency in assessments, not all children receive the support they should to help them progress. Children who learn English as an additional language lack opportunities to develop and use their home language fully.

Setting details

Unique reference number	EY468399
Local authority	Havering
Inspection number	1095920
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	70
Name of registered person	Playhouse Pre-School Partnership
Registered person unique reference number	RP905186
Date of previous inspection	26 March 2014
Telephone number	07814683620

Playhouse Pre-School registered in 2013. It operates from Branfil Primary School in Upminster, in the London Borough of Havering. The pre-school is open each weekday from 8.45am until 11.45am and from 12.25pm until 3.25pm, during school term times only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs 11 members of staff, 10 of whom hold relevant childcare qualifications at level 2 or above.

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.

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