

Inspection date	12 December 2018
Previous inspection date	29 June 2015

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

- The manager and staff plan a wide range of activities that children are eager and confident to explore. Staff make effective use of regular observations of children's learning to ensure that children are suitably challenged. The manager monitors children's development thoroughly to notice any gaps in their learning.
- Children make good progress. Staff support children's learning well. For example, staff encourage children to listen to instructions as they follow a recipe to make Christmas biscuits. Children are motivated to learn and concentrate well in their self-chosen activities.
- Staff are very nurturing and form close relationships with children. They get to know children well and attend to their needs promptly. Children benefit from good support to extend their social and emotional development, and behave well.
- The manager and staff use self-evaluation effectively and consult parents to improve outcomes for children. For example, staff have reviewed the organisation of toys and resources to make them more accessible and inviting for children.
- Staff do not consistently build on enhancing children's understanding about the importance of healthy eating.
- The staff do not consistently make the most of all opportunities to encourage children to learn and use numbers, and compare size of items during their play.

What the setting needs to do to improve further

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

- provide more consistent support to children to help enhance their understanding of the benefits of healthy eating
- make the most of all opportunities to help children to learn and use numbers, and compare size in their everyday play.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector observed the interaction between staff and children, and spoke with children when appropriate.
- The inspector looked at some documentation and held a discussion with the manager.
- The inspector tracked the progress of several children and looked at their files.
- The inspector spoke to parents and staff, and considered their views.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are vigilant and very clear about the signs that might lead them to be concerned about a child. They have robust policies and procedures that they implement conscientiously to keep children safe from harm. The manager recruits and supports staff well. Staff development, through team meetings, supervision and monitoring, contributes to the strong teamwork and to staff's good understanding of how children learn. For example, staff observe each other's practice and use ideas well from training. This helps them to further reflect and use information well to increase the quality of their teaching. Self-evaluation is used effectively to make improvements to practice.

Quality of teaching, learning and assessment is good

Staff use children's interests effectively to plan interesting activities that help children to achieve the next steps in their development. For example, as younger children enjoy exploring the texture of different glittered coloured cards, staff skilfully introduce new words, such as 'sparkle' and 'shiny'. This helps to extend children's vocabulary effectively. Staff skilfully encourage older children to talk about their experiences, and develop good communication and language skills. They have a good understanding of how children learn through play and interact well with them. Staff join in children's role play, for example, adding resources and extending their play. They engage the children well when reading books. Children confidently repeat familiar phrases from the story.

Personal development, behaviour and welfare are good

Staff have strong and nurturing relationships with children. They get to know and value children highly as individuals and meet their emotional needs well. Children are happy and secure. They gain good levels of independence. For instance, they help to prepare their own fruit at snack time. Younger children are supported well by staff. Staff teach children good safety awareness. For instance, young children are gently reminded how to hold scissors when cutting up Christmas wrapping paper. Staff teach children to respect themselves and others from different cultural backgrounds. For example, children are invited to sing at the home for the elderly and play board games that teach them about Hanukkah.

Outcomes for children are good

Children are confident and motivated to learn. Younger children have good physical skills. They learn to pedal and use ride-on toys with increasing confidence. Older children adeptly throw and catch as they play games together, cooperating well with others. Children gain the skills necessary for future learning and their eventual move on to school.

Setting details

Unique reference number	EY103294
Local authority	Hertfordshire
Inspection number	10060616
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	26
Name of registered person	Breakwell, Jessica Bunny
Registered person unique reference number	RP905623
Date of previous inspection	29 June 2015
Telephone number	0776 6551680

Playhouse Nursery registered in 2002 and is located in Radlett, Hertfordshire. The nursery employs six members of childcare staff. The manager holds an appropriate early years qualifications at level 6. Four further staff members hold appropriate early years qualifications from level 3 to level 2. The nursery opens from Monday to Friday, during term time only. Sessions are from 9.15am to 2.45pm on Monday, Tuesday, Wednesday and Friday, and opens on Thursday from 9.15am to 11.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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