

The Playhouse Preschool



Cove Methodist Church, Cove Road, Farnborough, Hampshire GU14 0EX

Inspection date	18 June 2019
Previous inspection date	4 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The committee, which is the registered provider, has an inadequate understanding of its roles and responsibilities. Committee members do not monitor staff's performance, including teaching, sufficiently or take decisive action to address weaknesses.
- Staff's assessments and knowledge of children's progress are poor. Observations are either missing, incomplete or inaccurate and do not reflect children's achievements effectively. Consequently, staff do not consistently plan activities which support children to reach their full potential.
- Although the manager has identified weaknesses through self evaluation, she has not taken adequate action to address these. For instance, the manager does not have a robust system in place for the supervision of staff. This means that she is not able to provide the coaching and support that they need in order to help improve their personal effectiveness. Staff training and opportunities for professional development are limited.
- Children's health is not promoted effectively. For example, some of the drinks that are offered to children are unhealthy. This does not help children to develop healthy eating habits.
- Staff do not carry out the progress check at aged two. Partnerships with parents are weak. Parents are not kept informed and involved in their children's learning.
- Staff do not manage children's behaviour effectively. Strategies to help children to learn what is expected of them are ineffective. Children repeatedly behave in disruptive and unsafe ways because staff do not tackle poor behaviour.

It has the following strengths

- Children enjoy exploring outside. For instance, they enjoy playing in the mud kitchen and eagerly hunt for bugs, drawing what they see on their clipboards.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all committee members have a clear understanding of their roles and responsibilities to enable them to fulfil their leadership and management duties effectively	18/07/2019
improve supervision arrangements in order to identify areas of staff development so they offer quality experiences for children and develop their practice	18/07/2019
implement consistently agreed strategies and provide clear guidance for children to promote their good behaviour	04/07/2019
ensure all food and drink provided for children are healthy and nutritious	04/07/2019
improve partnerships with parents and maintain a regular two-way exchange of information to make sure they are involved and informed about their children's learning and development from the start.	11/07/2019

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

	Due date
complete the required progress check for all children aged between two and three years and provide parents and carers with a short written summary	18/07/2019
ensure staff make effective use of observations and assessments to plan children's next steps in learning.	18/07/2019

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

- make effective use of self-evaluation to identify all weaknesses and to take appropriate action to raise the quality of the provision.

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

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is inadequate

Since the last inspection, the manager has identified weaknesses in practice through the self-evaluation process. However, she has not taken sufficient action to address these to help maintain the previously good standards. There have been significant changes since the last inspection, including a reduction in the number of staff available to work with the children. The committee members have a poor understanding of their leadership and management responsibilities, resulting in inadequate support given to the manager. This has led to a decline in the quality of teaching, planning and general organisation, which has a considerable impact on children's progress and well-being. The manager provides staff with insufficient supervisory sessions. Staff do not receive ongoing support, coaching and feedback on their practice. This means that the manager has failed to identify weaknesses in staff practice and seek appropriate training to help them to improve. The lack of effective leadership and management for staff means that sessions are not adequately planned and fail to meet all the needs of the children attending. Despite this, suitability checks are carried out on staff and ongoing suitability is monitored. Staff have a secure knowledge of child protection and the action they would take if they had concerns about a child's welfare. They are fully aware of the possible signs of abuse. Consequently, safeguarding arrangements are effective.

Quality of teaching, learning and assessment is inadequate

There continues to be weaknesses in the quality of teaching and assessment. The manager does not monitor the progress all children make. There is no consistency to children's assessments. Staff do not carry out regular and precise observations. Where written assessments have been completed, they show emerging gaps in children's progress. Staff do not complete a written summary of each child's progress at age two, which staff are required to share with parents. This means that additional support required for children not making typical progress is not identified in a timely manner. However, staff do provide various activities such as play dough, where children experience and explore textures. Children develop their physical skills as they squeeze and roll the dough. There are some opportunities for children to be independent and to access resources to enhance their own learning. For example, children transport mud onto a table and decide to collect some water in watering cans and cups. They take delight in exploring what happens to the mud when they add the water.

Personal development, behaviour and welfare are inadequate

Continued weaknesses in leadership and the quality of teaching have a significant impact on children's personal development, behaviour and welfare. Staff are not proactive in helping all children to understand boundaries and how to behave appropriately. Children's behaviour deteriorates throughout the day and this compromises their safety. For example, children throw things around the room, push each other and climb on furniture. Staff fail to manage these incidents of poor behaviour. Children receive mixed messages about how they are expected to behave and do not learn to be kind to others. However, the key-person system is acceptable and children form secure attachments that help to promote their well-being. Staff encourage children to be physically active. For instance, children enjoy climbing up a play frame and playing games together. However,

staff do not consider how to support children to develop an understanding of a healthy diet. For example, they offer a sugary drink during snack time.

Outcomes for children are inadequate

Children do not make the progress they are capable of. Some children fail to achieve the expectations for their age range. Children do not consistently learn to interact with others and behave well. They are not supported in developing the skills they need for their future learning, including school. Nevertheless, children make independent choices of what they would like to play with from the resources available to them. They demonstrate satisfactory language and communication skills. Available resources such as chalks, crayons and felt-tip pens enable children to draw and practise their early writing skills.

Setting details

Unique reference number	110556
Local authority	Hampshire
Inspection number	10063295
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	Playhouse Preschool (Cove)
Registered person unique reference number	RP517937
Date of previous inspection	4 March 2016
Telephone number	07792 936 941

The Playhouse Preschool registered in 2000 and is run by a committee. It operates from Cove, near Farnborough in Hampshire. The pre-school is open on Monday and Wednesday from 8.45am to 2.45pm, and on Tuesday, Thursday and Friday from 8.45am to 11.45am, during term time. It provides funded early education for two-, three- and four-year-old children. A team of two staff work with the children. One staff member is qualified to level 5.

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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