

Inspection of Pre-School Playhouse

Stafford Road, Ruislip, Middlesex HA4 6PD

Inspection date: 21 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff plan a welcoming environment that invites children to be curious. Exciting displays in the reception area encourage children to be inquisitive, ask questions and learn about forthcoming festivals, such as Halloween, Bonfire Night and Diwali, and celebrating together. Staff support children's emotional well-being effectively. Key persons work closely with parents to find out about their children. Staff recognise the importance of lots of cuddles to settle babies. They follow their individual routines to help them feel settled and secure. Children develop a real sense of belonging. They proudly display their drawings of pumpkins on the wall titled 'Work to be proud of'. Staff plan the curriculum well, using a mix of activities. Some are planned with a specific focus to build on and challenge individual children's learning. Staff help children become familiar with daily routines, in preparation for school, such as sitting at a table sensibly to eat lunch. Staff interact sensitively to extend and challenge children during their chosen play activities. Children respect their environment and help keep it clear from hazards. For example, they sweep up oats that have fallen on the floor and put away toys they are not using.

What does the early years setting do well and what does it need to do better?

- The manager works alongside staff to give guidance and support when required. The team is well qualified. The experienced staff support new trainees who also attend college to gain a qualification. Staff comment on the time the manager gives them during quieter sessions to review and plan for their key children's development.
- Staff know their key group well and the other children in their rooms. They make regular assessments and monitor children's progress. They use what they know about the children to provide challenging activities that motivate children to learn and develop. Parents contribute what they know about their children's development and staff use this to help plan for their progress.
- Babies are inquisitive and enjoy the sensory environment staff create for them. They explore the texture of sand and learn to make their first marks with paint using brushes. Staff support babies' attempts to walk, and celebrate with a clap when they succeed.
- The manager deploys staff well to keep children safe. Staff respect children's independence but keep them within sight, for example, when they use the toilet.
- The manager and staff work well with parents and other professionals involved in children's learning. Training has helped staff to support the development of children's attention and listening skills. Sessions for children who needed some additional help improved their concentration and behaviour, helping them to listen and engage in learning.
- Staff embed early literacy in the daily activities. They encourage children to

develop early writing skills from an early age. Children link sounds to letters and use these to write their names and use the initial sounds in other words to write the first letter, such as 'o' for 'orange' and 'octopus'.

- Older children are very creative. They build complex structures and make up stories as they play. Staff ask children questions alongside their play to challenge their learning, such as 'What will the mouse in the house eat?' and 'How much cheese does he have?'. Children count the 'cheese' and add on confidently to 10 and beyond.
- On occasions, staff do not give children clear explanations or check their understanding to help extend and challenge their learning. For example, when children do not recognise a drawing of an otter, staff simply name it but do not explain what type of creature it is.
- Children enjoy listening to stories. However, sometimes staff do not consider the physical environment for group storytelling. At these times some children find it hard to see, hear and respond.
- Children behave well, develop an assured confidence and make close friendships. Staff teach children how to resolve conflict. They help children learn to share and understand to wait for a turn.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses robust recruitment procedures to check staff's suitability to work with children. She uses a good induction programme to support new staff to understand their roles and responsibilities, including keeping children safe. Staff are vigilant in noting the often small signs that a child could be being harmed, such as bruises they arrive with. They recognise the signs of abuse and neglect and know who to report any concerns for children's welfare. Staff discuss safeguarding at team meetings and this helps to strengthen their understanding of wider issues, such as the influence of other people's extreme beliefs.

What does the setting need to do to improve?

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

- consider the use of the physical environment for group storytelling to help all children fully participate, to enhance their listening and speaking skills
- give children clear explanations and check their understanding, to help extend and challenge their learning.

Setting details

Unique reference number	139099
Local authority	Hillingdon
Inspection number	10127716
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	61
Number of children on roll	40
Name of registered person	Pre-School Playhouse Limited
Registered person unique reference number	RP910087
Telephone number	01895 624454
Date of previous inspection	6 December 2016

Information about this early years setting

Pre-School Playhouse opened in 1993. It is situated within the grounds of Ruislip Gardens Infant School in the London Borough of Hillingdon. The pre-school operates for 51 weeks of the year. The hours of opening are Monday to Friday from 7.30am to 6.30pm. The pre-school receives funding to provide free early education for children aged three. There are 16 staff. Of these, 12 staff hold a qualification at level 3, including the manager, and one member of staff holds a qualification at level 2.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector undertook a learning walk with the manager to find out about the pre-school and the children who attend.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector observed the quality of teaching and learning during activities indoors and in the garden.
- The inspector assessed how well the manager and staff understand and implement a curriculum for children's learning, and how they monitor children's progress.
- The inspector and manager carried out a joint observation to monitor the quality of teaching.

We carried out this inspection 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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