

Inspection of Playhouse 2

Scout Hut, Albert Road, Evesham, Worcestershire WR11 4JX

Inspection date:

19 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children quickly settle into activities in this safe space. They are confident, know the routine well and easily adapt to changes. For example, children are keen to help tidy up when it is time to go outdoors and work well together as they sweep the floor. Staff help children extend their self-help skills. For example, during snack time, children self-register, collect their crockery and pour their own drinks. Staff focus on supporting children's emotional well-being and children enjoy their company.

Teaching is variable and staff are becoming familiar with the recently introduced planning and assessment system to help them extend children's learning. On the occasions when teaching is good, children are eager to learn. For example, during whole-group sessions, children enjoy singing songs and show good levels of listening and attention. Some staff skilfully introduce new words, concepts and ideas during their interactions. However, not all staff plan a clear enough learning intention for activities and their interactions lack challenge. This results in children not always showing a good level of interest.

Children enjoy exploring and using the resources available. For example, children are keen to use felt pens, glue and sequins as they make their creations, and thoroughly enjoy being imaginative with the play dough. However, the programme of activities for promoting aspects of children's mathematics and literacy development is underdeveloped. Consequently, children do not have enough opportunities to explore a rich range of mathematical and literacy concepts in preparation for school.

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

- Significant progress has been made to address the actions raised at the last inspection. Children's welfare and safety are assured. The manager and staff have a secure understanding of child protection issues, and staff recruitment records and medication procedures are in place and effective.
- The team has made effective use of the support and training received from the local authority to help improve the quality of teaching and use of children's assessment information. However, more time is required to embed these systems further to ensure all staff consistently provide challenging activities in order to help children make good progress across the curriculum.
- Staff benefit from supervision and training to help improve their knowledge and skills. However, the manager does not focus precisely enough on helping each member of staff to identify how they can raise the quality of their teaching even further, particularly in promoting children's mathematical and literacy development.

- Staff promote children's understanding of the natural world well and help children learn about the changing seasons and living things. For example, the weekly gardening club provides good first-hand experiences for children to learn about life cycles, growing and the benefits of fresh produce.
- Staff use a range of strategies to help involve parents in their children's learning. For example, the craft days, which are held once a term, are well attended by parents and help them learn about the value of play. Parents report high levels of satisfaction about the service provided and value the advice and support they receive on parenting issues.
- Staff quickly identify any children who may benefit from additional support and work closely with parents to get them the help they need. Staff provide targeted interventions for children with special educational needs and/or disabilities to help close gaps in their learning.
- Staff place a strong focus on promoting children's good health. They work closely with parents and offer advice on how to provide a healthy lunch for their children. They provide daily opportunities for children to be active outdoors and increase their physical skills.
- Children begin to learn about their own and others' families. For example, staff encourage children to bring in items from home to help them to talk about their family. Staff work closely with the parents of children who speak English as an additional language to help them to settle and learn. For example, staff use key words in the children's first language and use visual prompts to help children communicate and learn English over time.

Safeguarding

The arrangements for safeguarding are effective.

There are effective vetting and recruitment procedures in place to ensure staff are suitable to care for children, and their ongoing suitability is assessed. All staff and managers have undertaken up-to-date child protection training, and have a secure understanding of the indicators of abuse and the procedures to follow if they have a concern. The premises are clean and suitable, and effective risk assessments are undertaken to ensure children are safe. There are clear accident and medication procedures in place that are understood by the whole staff team to promote the welfare of children. Staff help children learn about the rules in place to keep them safe, and teach them about road and sun safety.

What does the setting need to do to improve?

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

- improve further the support individual staff receive to help increase their knowledge of the areas of learning and understanding of how children learn to ensure teaching is consistently good across the curriculum

- use more precisely the assessment information collated about children's progress to help identify challenging next steps for all children to help them make consistently good levels of progress from their starting points
- provide a rich range of activities that appeal to all children to help extend their mathematical and literacy development further.

Setting details

Unique reference number	EY399648
Local authority	Worcestershire
Inspection number	10115277
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	24
Number of children on roll	24
Name of registered person	Cowell, Juliet Emma
Registered person unique reference number	RP514089
Telephone number	07811723033
Date of previous inspection	26 June 2019

Information about this early years setting

Playhouse 2 registered in 2009 and is located in Evesham, Worcestershire. The pre-school operates during term time only. Sessions are available Monday to Friday from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and three hold a qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

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 two joint observations with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector took into account the views of parents.

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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