

Inspection of Playhouse 2

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

Inspection date: 16 September 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because the manager has failed to ensure that staff understand their responsibilities to keep children safe. Staff do not have a sufficient knowledge and understanding of child protection issues to promote children's welfare effectively. This means they are unable to respond to any concerns about a child's safety. Furthermore, the designated safeguarding lead has an insufficient knowledge to lead and guide staff effectively in any safeguarding situation which may arise at the pre-school.

Weaknesses in staff's knowledge and understanding of how children learn and develop have a significant impact on the quality of education children receive. Children are not challenged or motivated to learn as staff do not provide them with a wide enough range of interesting activities around the areas of learning. That said, children display concentration for a short time as they play a matching game. Staff lack enthusiasm and are overly directive as children play. For example, they tell children 'it is your turn now' and to 'take three cards'. They do not explain the rules of the game or demonstrate how to play. Consequently, children are not supported to develop the skills needed to become independent and lead their own learning. Children quickly lose interest in this adult-led activity. They put their head in their hands, rock back and forth on their chair and yawn. Staff fail to adapt their practice to ensure the learning experience meets all children's individual needs. Staff engagement with children is weak, which fails to promote children's communication and language skills.

Leaders have adapted some of their practice due to the COVID-19 (coronavirus) pandemic. For example, parents do not enter the building at drop-off and collection times. Instead, handovers are completed either at the front door or in the garden. This helps to keep children, families and staff safe.

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

- The provider, who is also the manager, has failed to address the actions raised at previous inspections. As a result, the quality of the provision continues to be weak. Previous weaknesses and breaches of requirements still exist or have re-emerged. This means the manager demonstrates a poor capacity to identify and take action to improve the pre-school.
- Safeguarding practice is weak. The designated safeguarding lead is not suitable for her role. She has a poor knowledge and understanding of the signs and symptoms of abuse and does not know the procedures to follow if she or her team have concerns about a child's welfare. This means children are not kept safe.
- Although staff attend relevant training, the manager fails to check whether staff

fully understand the training they attend or what they have learned. As result, some staff do not have a sufficient knowledge and understanding of the known indicators of abuse or the action they should take in the event of a concern. This does not safeguard children.

- Recruitment and induction procedures are poor. The manager does not ensure all staff are assessed for their suitability to work with children before they begin their roles. Consequently, children's safety is compromised.
- Although the manager meets with staff on a regular basis to discuss their well-being, she fails to accurately identify weaknesses in practice or implement systems to address underperformance. The manager does not consistently check that staff understand the pre-school's policies and procedures or the training they have completed.
- The curriculum is poor and does not meet children's individual needs. Some staff have a poor understanding of how children learn and develop, and are unable to demonstrate effective teaching in all areas of learning. The pre-school has received support from the local authority to help improve knowledge and skills. Some staff have attended training events and the manager has action plans in place to address the weaknesses identified at the last inspection. However, their efforts have not been effective and the quality of the provision remains weak.
- Staff do not support the communication and language skills of children effectively, particularly those who speak English as an additional language. Staff ask parents for words from home to support children's understanding of everyday routines, for example to use the toilet or ask for a drink. However, they have yet to establish effective ways to encourage children to develop and use their home language during their time at the pre-school.
- Staff provide some opportunities for children to learn about different cultures. For example, children are supported to taste different foods when they celebrate festivals, such Chinese New Year. However, staff do not provide children with a wide enough range of quality experiences to help them develop an understanding and appreciation of diversity.
- Staff form good relationship with parents. They talk to parents at the beginning and end of the day and share information about children's care needs and achievements. Parents state that they are happy with the care and education their children receive. They comment on the lovely staff and how much their children like attending. However, staff have yet to introduce ways to provide information to parents to enable them to continue and support learning at home.
- Children are generally happy and settled at the pre-school. They are developing warm relationships with staff. Children develop good physical skills as they confidently ride on a balance bike outside in the garden. Children giggle and raise their feet to go faster. Some staff run alongside to encourage them. They support children to have a 'can-do' attitude as they tell them 'you can do it'.
- The pre-school has a healthy eating policy. They gently remind parents to refrain from sending in sugary snacks and drinks in their children's lunch box. The pre-school provides children with healthy foods, such as fruit and yoghurt at snack time. They encourage children's social skills as they sit together to eat lunch. Children are polite and respond to staff requests to sit nicely at the table. Staff model good manners, and remind children to say 'please' and 'thank you'.

However, little other discussion takes place during lunchtime to help develop children's communication and language.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure the person who takes responsibility for safeguarding has the necessary knowledge and skills to carry out her role effectively. In addition, she does not make sure that staff have a secure understanding of safeguarding, in line with local procedures. As a result, safeguarding practices are weak and do not protect children from harm. Staff supervise children when playing both indoors and outside, and the pre-school premises are secure. Most staff hold a current paediatric first-aid qualification.

What does the setting need to do to improve?

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 the designated lead for safeguarding understands her role and is able to identify, understand and respond appropriately to the signs of abuse and neglect, in order to provide ongoing support and advice to staff on an ongoing basis	15/10/2021
provide training and support for staff to improve their knowledge and understanding of the indicators of child abuse or neglect and ensure they know what to do if they have a concern about a child's welfare	15/10/2021
improve recruitment and induction procedures to ensure all staff are fully assessed for their suitability to work with children	15/10/2021
improve the quality of staff supervision to identify and address weaknesses in understanding and practice	15/10/2021

provide staff with the necessary support to help increase their knowledge and understanding of how children learn, in order to raise the quality of teaching to at least a good level	15/10/2021
ensure parents and carers are provided with information to support children's learning at home.	15/10/2021

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

	Due date
improve opportunities for children to develop and use their home language in play and learning at the pre-school, to support their language development at home	15/10/2021
ensure the educational programme involves activities and experiences that help children to learn about difference and diversity in the world around them.	15/10/2021

Setting details

Unique reference number	EY399648
Local authority	Worcestershire
Inspection number	10136884
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	13
Name of registered person	Cowell, Juliet Emma
Registered person unique reference number	RP514089
Telephone number	07811723033
Date of previous inspection	19 December 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 Monday to Friday from 9am until 3pm. The pre-school employs six members of childcare staff. Of these, two hold an appropriate early years qualification at level 5 and 6, and three hold a qualification at level 3. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Tina Smith

Inspection activities

- This is the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in the evaluation of the pre-school.
- The inspector had a tour of the pre-school and completed a learning walk with the manager to discuss how the environment and the curriculum are organised.
- The inspector completed a joint observation with the manager to assess the impact this has on children's learning.
- The inspector looked at required documentation, including evidence of the suitability of staff.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

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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