

# Inspection of Epsom Playhouse Pre-School

Concorde Hall, Epsom Air Scouts, Off Horton Hill, EPSOM, Surrey KT19 8SR

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Inspection date: 21 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive happy and they confidently leave their parents and carers at the door. They learn to take care of their own belongings, placing their coats on their pegs when they arrive. Children demonstrate that they feel safe and have a good sense of belonging as they greet the members of staff, talking about their morning. They are very happy and settled in this friendly pre-school.

Children thoroughly enjoy sensory play as they use their imaginations. They illustrate this as they make 'hot chocolate' with cocoa-scented sand. Children show curiosity as they explore resources and activities. For instance, staff thoughtfully interact with children and provide them with different tools to measure the amount of rain they have collected in a tray. Children enjoy using their fine motor skills to squeeze pipettes to extract and transfer water to different-sized containers. They paint the walls with water, talking about their paintings. Children work with staff and build with large panels, creating a house. Children strengthen their muscles groups well. They are provided with a good set of experiences that support them in being ready for school.

Children develop positive relationships with the staff. The effective key-person system ensures that staff know children well to support their emotions. Staff model clear and appropriate expectations for children's behaviour. They swiftly identify any gaps in children's learning and development and work with other professionals to provide intervention sessions to support their emotional literacy development. This supports children's good behaviour.

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

- The manager of this pre-school is passionate about delivering an inclusive setting for all. She has developed a good curriculum, with a focus on children's speech and social skills. Overall, staff have a good understanding of what it is they want children to learn and how to plan activities based around these intentions. However, on occasion, staff do not implement activities well enough to build on what children already know and can do.
- Staff have recently taken part in a programme to support children's behaviour. They share strategies to support children's emotions and provide children with consistent messages to promote their good behaviour. Children treat each other with consideration and respect as they play together.
- Children make good progress in their speech. Staff provide a narrative as children play, introducing new words. When children make mistakes in their speech, staff sensitively repeat back the phrase or word correctly. This helps children to develop good speech and language skills.
- Children learn about healthy foods and the importance of good oral hygiene.

Staff educate parents on the importance of oral health and share healthy lunch ideas. This helps to promote children's good overall health.

- Staff teach children to develop their independence. Children confidently put their coats and boots on to play out in the rain. If children become wet and need to change their clothes, staff give them plenty of time to succeed in their self-care. This helps to develop children's self-confidence and supports them for their transition to school.
- Children go on outings in the local community that are linked to the curriculum. For instance, children visited the local library to support their love of books. These outings help children to develop an understanding of their community and the wider world.
- Children with special educational needs and/or disabilities (SEND) are supported to a high level. Staff work closely with parents and external agencies to ensure the best outcomes for all children. The manager acts with integrity to ensure children with SEND receive the highest level of support. For example, staff complete specific training to support children's individual needs. This means staff are fully informed about any care or developmental needs to support children.
- Parents are very complementary about the care and education their children receive. They comment on how they are 'always kept informed' about their child's progress. This helps to provide a consistent approach for children's development.
- The manager works with the committee and is highly reflective of the pre-school. She carries out regular supervision meetings with staff to support teaching. However, routines for monitoring staff performance and identifying professional development opportunities are not yet fully established. This means the manager does not always support staff to continue to develop their already good teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The manager follows safe recruitment procedures when employing new staff and completes regular checks to ensure staff's ongoing suitability to work with children. Staff have a very good awareness of their safeguarding responsibilities and understand their duty to keep children safe and protected from harm. Staff and committee members complete safeguarding training to ensure that they recognise the signs and symptoms of abuse and know what to do if they have concerns. Posters are displayed to remind staff and parents who they should contact if they have a concern about children's welfare. The premises are safe and secure, with gates and doors locked while children are onsite.

## What does the setting need to do to improve?

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

- consider ways to link the implementation of planned activities more securely to the children's next steps, to further the good learning opportunities in place overall
- develop an effective coaching and mentoring system to help staff raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY423536
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10208769
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Epsom Playhouse Pre-School Committee
<b>Registered person unique reference number</b>	RP522813
<b>Telephone number</b>	07759 980927
<b>Date of previous inspection</b>	28 September 2017

## Information about this early years setting

Epsom Playhouse Pre-School registered in 1996. It is located in Epsom, Surrey. The pre-school is open on Monday to Friday, from 9am to 3pm, during term time only. It receives funding to provide free early education for children aged two, three and four years. The pre-school employs nine members of staff who work with the children, five of whom hold relevant qualifications at level 3 and above.

## Information about this inspection

**Inspector**  
Kelly Lane

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk around the pre-school with the manager.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interaction between staff and children and spoke with children at appropriate times.
- The inspector checked some documentation and held a discussion with the manager.
- The inspector considered the views of staff and parents during the inspection.

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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