

# Inspection of Playhouse Community Nursery

The Moonshot Centre, Angus Street, London SE14 6LU

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Inspection date: 31 May 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 are happy, engaged and show that they feel safe and secure. They show that they build good bonds with staff. Children follow instructions to sit for small-group time or for a story, and seek out staff when they need help or reassurance. Staff act as good role models for children. They are kind and approachable. Children build good levels of self-esteem and behave well, receiving lots of praise for their efforts and achievements. Staff provide a calm environment, with clear expectations for children's behaviour. Children benefit from this consistent approach.

Children become independent learners, developing skills for life. For example, in the baby room, children learn to feed themselves from an early age. They continue to develop these skills as they move on to each stage in the nursery. Children develop their coordination and balance during physical play. For example, toddlers are supported to engage in risky play as they climb and jump from climbing equipment. Pre-school children carefully walk along the balance beams. Children develop strong hand muscles, as they use pipettes to transfer coloured water from one container to another.

Children's language acquisition is good. Staff support their communication skills through a range of methods including using puppets, songs and Makaton signing in the baby room, and this follows through to pre-school. Children become confident talkers.

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

- The manager and staff have a good overview of the curriculum. There are effective systems for monitoring children's progress. Any gaps in children's learning are identified early. There is good, individualised support in place for children with special educational needs and/or disabilities (SEND). Staff work in partnership with other providers and professionals to share information about children's development to help them make good progress.
- Staff identify and plan for children's interests and patterns in their play; for example, children eagerly measure water as they fill different containers, and engage in experiments as they make rain clouds in jars. However, staff do not recap on their teaching to check what children already know and their understanding, in order to build on their learning.
- Children's developing communication and language skills are supported well by staff. They introduce new words as children play, which helps to build on children's vocabulary and understanding. They give children time to think and respond to questions. Babies enjoy interacting with puppets during a puppet show. Pre-school children and some toddlers are keen to ask questions. Children

enjoy regular music sessions as part of a project the nursery is involved in. This supports children's language development as they sing along to songs, and listening skills, as they listen to the beat and different sounds of the instruments.

- Staff provide children with a variety of activities which they are eager to join in with. Overall, staff deliver good interactions with children, who make steady progress from their starting points. However, staff do not effectively communicate with each other regarding where they are needed to best support children. Therefore, some children are unsure of what is happening, and others do not fully benefit from the learning on offer.
- Staff introduce mathematical language into children's play and learning. Children enjoy measuring ingredients as they make play dough. Children count as they jump in the garden. Staff introduce mathematical language, such as 'full', 'empty' and 'half full', as they explore different weights of containers.
- Parents speak positively about the nursery, and comment on how supportive and approachable the manager and staff are. They share that they receive good communication, which provides information about their children's learning and suggestions and resources to help their learning at home.
- Staff supervision and support is effective. The manager ensures that regular discussions and meetings enable staff to identify their own strengths and areas for improvement. Following training, staff confidently embed newly acquired skills and knowledge into their practice. This has a positive impact on children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have completed safeguarding and paediatric first-aid training. They understand their roles and responsibilities in keeping children safe. For example, there is a robust recruitment process in place, and the manager monitors staff suitability on an ongoing basis. Staff know who to contact within the company and as well as outside professionals, if they have concerns about a child's safety and welfare. Staff confidently describe what actions they would take if they were concerned about the conduct of a colleague. The manager audits accidents children have and completes risk assessments to minimise these reoccurring. Staff complete risk assessments to maintain a safe environment for the children.

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

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

- support staff to recap on what children already know to check their understanding, particularly during focus activities
- continue to develop staff's communication with each other to ensure that they are supporting children effectively.

## Setting details

<b>Unique reference number</b>	EY487422
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10285933
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	The London Early Years Foundation
<b>Registered person unique reference number</b>	RP901332
<b>Telephone number</b>	020 8469 8566
<b>Date of previous inspection</b>	24 October 2017

## Information about this early years setting

Playhouse Community Nursery registered in 2015. It operates from a purpose-built building in a community centre, in the London Borough of Lewisham. The nursery offers care Monday to Friday, from 7.30am to 6pm, throughout the year, apart from one week at Christmas, bank holidays and training days. There are nine members of staff, including the manager, who hold a level 3 childcare qualification. One staff member is unqualified. The nursery receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked about the nursery's curriculum and what she wants children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection, sampled written feedback and took account of their views.
- The manager showed the inspector key documentation on request including staff suitability and first-aid qualifications.

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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