

Epsom Playhouse Pre-School



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

Inspection date	28 September 2017
Previous inspection date	24 January 2017

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The new management team has made a good start. It successfully evaluates the quality of teaching practice and the provision. It effectively identifies areas for improvement and addresses them to help children, including those who have special educational needs, to achieve good outcomes in their learning.
- Staff effectively plan and organise the learning environment. They provide many interesting learning opportunities for children to become curious and investigative learners and develop effective skills for their future learning.
- The manager works effectively with parents and other professionals to help her provide consistency for children's care and learning.
- Staff effectively support children's health and well-being. For example, they provide experiences to encourage children to develop good hygiene practices and to be physically active.
- The key-person arrangements enable staff to effectively help children feel safe and self-assured. Staff help children settle very well and form secure emotional attachments. Children are happy and behave very well.

It is not yet outstanding because:

- Systems to assess the progress of groups of children are not fully in place to help identify those who may be in need of further support.
- Staff do not consistently help children to broaden their understanding of the world around them, including through exploring the local community and technology.

What the setting needs to do to improve further

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

- develop further the monitoring for groups of children to help them make even more progress in learning
- provide greater opportunities to support children's understanding of the world around them and extend their learning more.

Inspection activities

- The inspector talked to the children, the manager and chair of the management committee. The inspector sampled children's and staff records, some policies and procedures, and other documents.
- The inspector observed the quality of teaching and support for children's learning, inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff about how they plan for children's individual learning needs and monitor the progress children make.
- The inspector talked to parents on the day of the inspection and took account of their feedback.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

The manager is very knowledgeable and successfully implements a reflective ethos, to help improve the quality of teaching practice and the provision. She has effectively embedded a clear and effective system of support for staff and to improve children's experiences. The manager provides good support for staff to develop their knowledge and skills, to offer effective challenges for children in their learning. She regularly monitors the quality of teaching to help staff improve and raise outcomes in learning. The manager and staff have very positive attitudes towards improvement. For example, they have completed training and addressed all actions from the last inspection to a good level. All children make good progress. Safeguarding is effective. All staff attend safeguarding training updates to help keep their knowledge current. They have a good understanding of the procedures to follow if they have any concerns with regards to a child's welfare to help ensure the child is safe. The management team consistently reviews staff ongoing suitability to help promote the safety of children.

Quality of teaching, learning and assessment is good

Staff observe and assesses individual children's learning well and complete the required progress check on all children age two years. They identify any gaps in learning and effectively plan support to appropriately challenge and engage children in their learning. They help them to make the best possible start. Staff provide exciting learning experiences based around children's interests. They provide plenty of opportunities for children to explore, investigate, learn to solve problems and develop their early reading and writing skills. For example, staff encourage children to register when they arrive, sort cards and make comparisons. Staff interact with children very well and support their communication and language skills to a good level. For instance, children join in with poetry and eagerly share books and listen to stories.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment for the children to help them feel safe and secure. They remind children to say 'please' and 'thank you', and encourage them to be polite. They encourage children to make friends, share, take turns and to be respectful of others. For example, older children include the younger children in their play and are patient with them. Staff are very nurturing and help children to understand their behaviour expectations. For example, they remind children of snack-time rules. Parents are very satisfied with the level of care and support that staff provide for their children.

Outcomes for children are good

Children settle very well and are happy. They have good concentration and are confident in their abilities. Children enjoy a range of experiences and explore different materials, such as play dough and soil. They develop good imaginations, understand colours, quantities and numbers, and learn to count. Children are independent and learn to care for their personal needs. They develop many of the skills they need in readiness for their next stage in learning and school.

Setting details

Unique reference number	EY423536
Local authority	Surrey
Inspection number	1083923
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	28
Name of registered person	Epsom Playhouse Pre - School Committee
Registered person unique reference number	RP522813
Date of previous inspection	24 January 2017
Telephone number	07759 980927

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

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