

Inspection of The Partyhouse

Ingrave Johnstone C of E School, Brentwood Road, Ingrave, BRENTWOOD, Essex
CM13 3NU

Inspection date:

8 May 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy attending this setting. They arrive happy and eager to embark in the session filled with exciting activities. Children radiate enthusiasm and joy, displaying a very positive attitude towards staff and their peers. Staff and leaders create a fun and dynamic environment. They have effective system in place to get to know the children right from the start. Staff and leaders carefully consider what they know about all children to plan inspirational activities that follow specific themes and topics.

Children are very friendly and sociable. They navigate their provision with curiosity, joy and ease. Children are confident to express their interests and make their own choice of what they would like to do next. For example, a group of children choose to play a card matching game. They engage collaboratively with their peers, follow the game's rules and display high levels of energy and enthusiasm.

Staff and leaders are supportive and nurturing. They have very high expectations of children, who rise to the challenge extremely well. Children follow the setting's routines and boundaries with respect and consideration. Staff value and appreciate children's efforts and achievements. They include them in creating beautiful display boards where their work is proudly exhibited. This helps children feel appreciated and included, which contributes positively to their emotional development.

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

- Leaders are knowledgeable and experienced. They ensure the setting offers a very inclusive and diverse practice. Effective systems allow staff and leaders to ensure all children settle very well at this setting, while finding creative and inspirational ways to capture and explore children's interests and needs. Staff and leaders also ensure that children who require additional support are included and fully supported at this setting.
- Leaders are very reflective and ambitious. They have a very clear vision for this setting and implement effective strategies that provide meaningful experiences for all children. Leaders understand the setting's contextual information and adapt their practice to meet the needs of all children. Furthermore, leaders and staff have robust relationships with the school. They continuously communicate and cooperate, to offer children continuity in the care and complement the education.
- Leaders are very supportive. They appreciate staff's well-being and professional development and create a positive culture. Staff benefit from regular supervision meetings and tailored training programmes to refresh and improve their knowledge and skills.

- Staff are exemplary role models to all children with whom they formed strong and warm relationships. They continuously engage them in discussions about what they are doing, prompting them to test new ideas, solve problems and persevere when challenges occur. For example, when children are eager to explore the marble run game and encounter difficulties, supportive staff guide them to work together to identify the problem and think of a remedy. This helps children remain focused and determined as well as satisfied when problems are solved. As a result, children develop their emotional resilience and spirit of collaboration with their peers.
- Staff provide meaningful opportunities for children to develop their creativity and imagination. They provide a wide selection of resources and mark-making tools and encourage children to make their own flag to celebrate the VE day. Children share resources with their peers while engaging in conversations with staff about the significance of this event. This also supports children's fine motor skills and dexterity.
- Staff assist children with consolidating the knowledge acquired in school. For example, expert staff challenge children to engage in games where they have to practise the times table. This is further extended when staff prompt other children to take the lead in this game and ask their peers mathematical questions. Children also enjoy talking about their favourite subjects of learning in school, highlighting the reasons why. This promotes continuity of care and education while helping children to strengthen their social skills and interactions.
- Partnerships with parents are effective. They value the nurturing and flexible approach of all staff and leaders. They comment that their children are always eager to attend this setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY453664
Local authority	Essex
Inspection number	10380718
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	28
Number of children on roll	68
Name of registered person	Little Legs Limited
Registered person unique reference number	RP531974
Telephone number	01277 514132
Date of previous inspection	20 June 2019

Information about this early years setting

The Partyhouse registered in 2012. The setting opens Monday to Friday from 7.30am until 8.45am and 3.15pm until 6pm, during school term time. The setting employs three members of staff.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- The provider showed the inspector around the setting. They discussed how the setting, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interests are considered when planning activities.
- Some parents provided written feedback and the inspector took into account their views.
- The inspector had a discussion with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025