

# Risedale Pre-School

Inspection report for early years provision

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**Unique reference number**

EY358379

**Inspection date**

24/01/2012

**Inspector**

Chris Hodge

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Risedale Pre-School has been established for many years and was re-registered under the present ownership in 2007. The setting is situated in the Methodist church hall, on Risedale Road, Barnehurst and serves the local community. The pre-school has access to the main hall, entrance lobby, both male and female toilets, including disabled and changing facilities and a kitchen. There is an outside play area. The pre-school operates each weekday, term time only, from 9.00am until 12 noon and 12.35pm until 2.50pm. The pre-school is currently registered on the Early Years Register to care for a maximum of 30 children aged from two to five years, on a sessional basis. Currently there are 76 children on roll, of whom 36 receive funding for nursery education. Children attend either morning or afternoon sessions. The pre-school supports children with special educational needs and/or disabilities and children with English as an additional language. There are nine members of staff including the owner/manager, eight of whom hold a childcare qualification. Two members of staff are currently studying for their level 3 qualification; one of whom already holds a level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This very friendly pre-school offers children an inclusive and highly stimulating learning environment. Staff use their very good knowledge of the Early Years Foundation Stage to ensure children make good overall progress toward the early learning goals, in relation to their starting points. The setting has highly positive relationships with parents, carers and other professionals, ensuring that children's individual needs are consistently met. Children's welfare and safety is given high priority and is underpinned by comprehensive written procedural documentation. Rigorous systems for evaluation of the setting and practice ensure continuous improvement. The manager and staff team demonstrate a clear commitment to ongoing training to support their aims.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide children with opportunities to access the outdoor play area daily, regardless of the weather
- ensure staff are effectively deployed to encourage children to use the book area and to extend their interest in books.

## **The effectiveness of leadership and management of the early years provision**

The pre-school has comprehensive safeguarding policies and systems in place, to ensure all staff are fully aware of their role and responsibility for protecting children, in line with Local Safeguarding Children Board procedures. A high priority is given to risk assessment and children's safety in the hall and outside play area. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedure. The pre-school has rigorous systems in place to ensure that all adults working with children are appropriately checked and suitable to do so. Four staff currently hold a valid first aid certificate and all staff are trained in using an epi-pen. All required documentation and records are in place and are well maintained.

The pre-school welcomes all children and families and fully promotes inclusive practice through activities, positive image play resources and policies. As a Bexley 'Super SENCO Setting' staff are able to offer support and advice to other providers caring for children with special educational needs and/or disabilities. For example, demonstrating how to use visual time tables and visual aids. Partnerships with other early years professionals, parents and carers are well established. Parent questionnaires, parents and carers collecting their children offer very positive feedback on the care and information received from the pre-school. The pre-school operates an open door policy and has good systems in place for sharing information. Parents are invited to stay and join in with activities and are encouraged to be involved in their children's learning. They are kept informed about their children's progress at termly progress meetings.

Staff provide children with an interesting, well-equipped, and welcoming environment which successfully reflects their backgrounds and the wider community. The hall is set out attractively with a wide range of play resources and activities that cover the six areas of learning and encourage children to be active and independent learners. Pictures of play resources provide children with good opportunities to choose what they want to play with. Staff work well as a team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. Recommendations from the previous inspection have been successfully implemented and improvements have been made to the outside play area. All staff are involved in the rigorous evaluation process and attend regular training courses to enhance their professional development. Since the previous inspection the manager/owner has completed her level 4 training.

## **The quality and standards of the early years provision and outcomes for children**

Children make good overall progress towards the early learning goals because practitioners have good information about their starting points, observe them closely and carefully plan to meet their individual needs. Observation and

assessment is used effectively to plan activities that are linked to the six areas of learning. Activities are also based on children's likes and interests and support the next steps in their learning. Planning includes a good balance of adult-led and child-initiated activities, some of which are differentiated to take into account children's starting points and capabilities. Children have good opportunities for free-play both indoors and outdoors. However, the outdoor area is not being used today because of the wet weather.

Children are happy, confident and enthusiastically engage in the wide range of indoor activities on offer to them. They show a strong sense of belonging and form close relationships with adults and their peers. They develop good communication skills as staff spend much time playing with them, talking to them and extending their learning. Children become increasingly confident at expressing their ideas and opinions, engaging in conversations and using language to organise their play. For example, several children playing in the superbly resourced 'Chinese Take Away and Restaurant' role play area have great fun taking orders from menus, talking about what they are cooking and dishing up various foods. Children have good opportunities for mark-making throughout their play and examples of emergent writing can be seen on children's drawings. Many children can recognise letters of the alphabet and find their own name cards when they first arrive at the session. Although the pre-school has a comfortable book corner containing a good selection of books, children are not being encouraged to use it and develop an interest in books, during the free-play session. However, children listen attentively and enjoy large group story time because staff are confident in using props to hold their interest. Children are acquiring good computer skills and confidently use programmes for matching, sorting, colour, number, letter and shape recognition. They enjoy playing games with adults which help them to extend their mathematical learning and which encourage them to share and take turns. Children have very good opportunities to develop their creativity and imaginations through a wide range of arts and craft activities, role play and dressing up, singing songs and small world resources. Children learn about the wider community through visitors to the pre-school such as the police and fire brigade, helping them to learn about staying safe. Various themes and topics such as the current celebration of Chinese New Year, help to broaden children's knowledge and understanding of the wider world.

Children are encouraged to adopt healthy lifestyles and learn about staying safe. They understand the importance of good personal hygiene routines and have visual pictures in the toilets to remind them to wash their hands. The pre-school promotes healthy eating through healthy eating topics and encouraging children to make healthy choices about what they eat. The snack bar which is open throughout the free-play session, allows children to choose when they want to have a snack and offers a choice of different fruits with water or milk to drink. Children are encouraged to be independent by pouring out their own drinks. Staff teach children to be active and to understand the benefits of physical activity during large group physical time. Although children have opportunities to play outside, this sometimes depends on the weather as there is no covered outdoor area. Children are confident, relaxed and enjoy their time spent at the pre-school because staff recognise their skills and consistently praise their achievements. They behave well, play nicely together and develop important skills to support their

future learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

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|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|