

# Ravensden Lower Pre-School

Ravensden Lower School, Vicarage Close, Ravensden, BEDFORD, MK44 2RW

## Inspection date

Previous inspection date

25/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children have good opportunities to practise their early writing skills and are able to form and read letters confidently.
- The very well-resourced outdoor area stimulates children's learning and encourages their physical development well.
- Staff use an array of methods to support children's good behaviour, such as egg timers and golden rules.
- The pre-school carries out the Early Years Foundation Stage progress check at age two for children and shares this with parents. This, along with other effective information sharing, supports parents participation in their children's learning.

### It is not yet outstanding because

- There is scope to develop physically challenging activities for groups, such as boys, to support their expression of feelings in the indoor environment.
- Opportunities to increase children's independence during snack time are not maximised because they cannot always prepare the snack for themselves.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector held meetings with the manager and registered person.
- A joint observation was conducted with the manager.
- Children and staff were observed during play activities.
- Children's personal development files were viewed to track their progress.

## Inspector

Hayley Marshall

## Full Report

### Information about the setting

Ravensden Lower Pre-School was registered on the Early Years Register in 2011. It is run by the governing body of Ravensden Church of England VA Lower School. It operates from a mobile unit within the school grounds in Ravensden, Bedfordshire. The pre-school is accessible to all children and they have access to the fully enclosed outdoor play area. Children aged two, three and four years of age are funded for free early education. There are currently 21 children on roll. The pre-school is open each weekday during term-time only and sessions are from 9am to 12 noon. It serves the local and wider community. The pre-school employs three members of child care staff. The manager has a relevant qualification at level 4 and a second member of staff has a level 3 qualification. The setting receives support from the local authority.

The pre-school supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- extend activities in the indoor environment to help support children, in particular boys, to deal with frustration and to express strong feelings
- encourage children's full independence during snack time by making sure that they can prepare food for themselves at all times.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy attending the pre-school because they experience a wide range of activities that interest them and support their learning. Staff guide children to progress to their next stage in learning because they observe them and make accurate assessments of their learning and development. This means that all children, including those who have special needs/or disabilities or who speak English as an additional language, make good progress. Furthermore, children's keen interest in their environment and learning supports them in their readiness for school.

Children show a keen interest in early writing. They practise forming letters and eagerly ask for help from staff to spell out familiar words. When they write their name they show pride in their achievement and staff praise their efforts. This increases children's confidence in what they can do. Children talk about what interests them with staff. They enjoy listening to stories because staff make story time a lively occasion and use story sacks and props to engage children. As a result, children are familiar with stories and are able to retell the story and talk about main characters. Staff share children's learning with parents through focusing upon books children enjoy in the termly newsletter. Parents contribute further by sharing their ideas and observations about children's learning at home. This helps to build trusting relationships and children experience continuity between home and pre-school.

Children have opportunities to play outdoors in all weathers. The excellent resources available for children outdoors help them to experience learning in all areas of the

required curriculum. Children climb, jump and balance as they play vigorously and delight in the freedom of running around in open space. This helps children, especially groups of boys, to channel their behaviour constructively and express how they are feeling. There are fewer opportunities for children to do this indoors. As a result, there are times when children do not express themselves freely and experience frustration with each other. Children communicate well and engage adults in conversation. Staff give children simple directions and they understand these and complete small tasks, such as getting their coats at home time. Staff value children's home language and consequently, all children feel confident to speak during large and small group times.

### **The contribution of the early years provision to the well-being of children**

Staff undertake a range of activities to help children to settle into the pre-school. Home visits help staff to meet children in their home environment where they feel most comfortable. The information staff gather from parents helps them to develop a profile of children's abilities that means their starting points are clear. This lays firm foundations for staff to support children's future learning and begins the relationship between staff and families. As a result of this good partnership working, children arrive happily and settle quickly into the pre-school.

Children learn how to behave in appropriate ways because staff support their understanding of good behaviour. Golden rules help children to understand what is and is not acceptable at pre-school. Children further learn about how to share and get along with others because staff use aids, such as egg timers, to create a sense of fairness and patience. These activities mean that children develop a sense of security and feel safe at the pre-school.

Children develop a good attitude towards exercise as they engage in physical play as part of their routine. Children decide when they want to eat and enjoy a range of fruit and healthy snacks. They understand the importance of good hygiene and when they want to eat, they wash and dry their hands first. Opportunities to further enhance children's increasing independence are on a few occasions limited because their snack is provided in packets which children cannot open. This leads children to sitting and waiting or needing to find a member of staff to help them. Children prepare for their move into school by attending activities, such as assemblies in the school. This helps them to become familiar with the environment and those who will teach them. When they move into school, children are comfortable and settle well because of these links.

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

Staff are fully aware of their responsibilities in relation to keeping children safe. They know what action to take should they have a concern about children's welfare and undertake safeguarding training to further their knowledge. Policies and procedures support staff practice, such as how to use mobile phones safely. Visual risk assessments

and frequent checks help to ensure that children play and learn in an environment that is safe for them. Staff are aware of how to manage minor accidents because they are qualified and undertake training to refresh their skills. The pre-school operates a stringent induction for all new staff. Appointment is made after a considerable recruitment process that confirms staff suitability for the role. Checks ensure that those who work with children are suitable to do so, while a period of monitoring ensures that all new staff are aware of their role and responsibilities. Supervision of staff continues to identify training needs and build a stable staff team. Leadership at the pre-school is strong and staff share vision and commitment to further improve the quality of care for children.

Self-evaluation effectively identifies areas of strength and weakness. When areas of weakness are apparent, staff draw up an action plan to tackle these. This benefits children, for example, staff purchase new resources to support their mathematical development and the outdoor area has been developed. Parents share their views by completing regular questionnaires. Children also share their ideas by telling staff what they enjoy playing with. Staff make good use of external support from local authority development workers who support the pre-school to reflect upon their practice in order to make ongoing improvements.

Staff have a good understanding about how children learn and develop. They complete the Early Years Foundation Stage Progress check at age two and share this with parents. This gives a good measure of children's progress and helps parents to contribute towards children's development files. Staff plan activities that generally meet all children's needs well. When they identify areas where children need support, such as recognising colours, they engage all children in activities to support this area. This means that assessment and tracking is accurate and effective in supporting children to make good progress.

Parents are complimentary about the care that children receive. Parent consultations help staff to share children's progress on a regular basis. Parents know that they can read through children's files when they wish to, and share information readily with staff. Parents are happy with the pre-school because they are content that children are settled well and their needs are met. Staff seek support of other professionals when necessary to support children with special needs and/or disabilities to make good progress.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

	in one or more of the key areas. It requires improvement in order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY436451
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	766902
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Ravensden Church of England VA Lower School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01234771316

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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