

# Risedale Pre-School

Methodist Church Hall, Risedale Road, Barnehurst, Bexley Heath, DA7 6LJ

## Inspection date

08/01/2013

Previous inspection date

24/01/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff get to know all children's individual needs very well. Consequently, feel secure, confident and enthusiastic about learning.
- Management have good systems in place for monitoring staff and secure opportunities for staff to develop their skills and knowledge.
- Children behave extremely well and play positively together. They have active imaginations and express themselves creatively.
- Staff engage with parents positively to support their children's development and learning in the pre-school and at home. The excellent partnerships with other settings and outside agencies provide continuity in their learning and care.

### It is not yet outstanding because

- Children are not always able to practice their writing skills in areas where they are deeply involved in play.
- Routines for meal times do not always provide opportunities for more able children to learn new skills.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at a variety of records including children's records, self-evaluations and policies.
- The inspector observed activities in main hall and the outside learning environment.
- The inspector completed two joint observations with the registered provider, who is the manager of the provision.
- The inspector held meetings with the registered provider, who is the manager of the provision.
- The inspector took account of views of staff children and several parents spoken to during the inspection.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

Risedale Pre-School registered in 2007. It runs from the Methodist church hall in Barnehurst within the London Borough of Bexley. The pre-school has access to the main hall, two side rooms, entrance lobby, toilets, and changing facilities and a kitchen. There is an outside play area. The pre-school operates each weekday, term time only, from 9am until 12pm and from 12.35pm until 2.50pm. The pre-school is registered on the Early Years Register and both parts of the Childcare Register. There are currently 75 children on roll aged two to five years. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are eight members of staff including the owner/manager all of whom hold childcare qualifications.

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

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

- involve older children in the preparation of snack to provide them with challenge and opportunities to develop new skills
- increase opportunities for children to practice writing during everyday play situations, for example, during role-play and construction activities.

### Inspection judgements

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

Children make consistent progress within this stimulating pre-school. Staff observe them at play, record their achievements and plan well for the next stages in their learning. Staff engage parents positively to find out about children's starting points and inform parents of their child's progress by sharing information during meetings and discussions. This means that staff have a good approach to enhancing continuity in children's learning and progress.

Staff encourage children as they play by joining in and offering lots of praise and encouragement. For example, they talk to them about what they are doing as they explore the sensory experience of playdough. As a result, children become excited about what they are doing and talk about the textures and how the dough will respond as they squeeze it through the tools and equipment.

Staff support children's mathematical development by providing a wide variety of resources such as puzzles and problem solving games. Furthermore, staff encourage children to use numbers in everyday activities. They count out and compare groups of fruit during snack time. This means that children develop an awareness of mathematical concepts in a natural and fun way and helps them to develop the skills necessary for starting school. However, children that are more able are not consistently involved in the preparation of snack, which means that they are not always provided with high levels of challenge.

Children thoroughly enjoy group discussions about the days of the week, seasons and weather; this extends their learning, and develops their understanding of the wider world. They also enjoy using the computer and skilfully navigate around age appropriate computer programmes. This helps children to develop good skills for their future.

Children enjoy drawing and produce recognisable letters and symbols. Staff support them by praising their efforts and place value in what they have produced by displaying it creatively around the pre-school. However, staff do not routinely place resources for writing in the role-play or construction areas to encourage children to practise writing with a real purpose.

Children enjoy a wide variety of opportunities to express themselves creatively. They enjoy experimenting with colours as they paint and enjoy exploring sounds and rhythms using musical instruments. Children demonstrate active imaginations as they play together in the well-resourced role-play area. They have lots of fun taking on roles and pretending to cook and clean up.

There is a good range of stimulating activities and resources to support all seven areas of development and children respond by joining in and playing with enthusiasm. This enables children to develop the skills they need to be ready for school and the next stage of learning.

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

Children and parents receive a warm welcome when they arrive at the pre-school. Children confidently leave their parents, although parents are always welcome to stay with those who are settling in. Each child has an allocated member of staff who is responsible for helping them to settle and monitoring their progress throughout their time at the pre-school. The effective key person system ensures that children form attachments to staff and know how to seek support if needed. Staff show tenderness and kindness towards the children with cuddles and verbal reassurance.

Throughout the session, children talk about home and share experiences. Staff are extremely supportive and dedicated to working in partnership with parents and families. They send home ideas for activities to extend children's learning and development at home. The good continuity in children's care and development enables children to feel

safe and secure and develop their self-confidence.

Staff support children's physical development by providing a good range of indoor and outdoor activities. For example, they section off an area in the large hall for children to enjoy the space to play ball games. As a result, children thoroughly enjoy playing football in a group and take turns playing cooperatively together. This helps children to developing their physical skills and supports their social skills as they play positively as a team.

Staff support children's well-being and good health throughout the session. For example, they have healthy snacks and access to drinks throughout the day. Staff are aware of children's dietary requirements and respect parents wishes regarding food. Children are involved in health and hygiene routines and know that they need to wash their hands prior to eating and after toileting. Children develop their own a sense of safety. They learn how to use the environment safely through discussions and explanations from staff. For example, a member of staff explains the implications of running around tables indoors.

Children are extremely well behaved; they share and collaborate with each other throughout their play. Staff deal with children's occasional inappropriate behaviour calmly and respectfully. Staff encourage children to communicate their needs and seek help when needed. Staff are very encouraging and their use of positive language creates an atmosphere in which children feel confident and enjoy their learning.

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

The registered provider manages the setting with the support of a deputy. She has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is because she keeps up to date with changes in regulations through training and attending local authority meetings. Staff are extremely clear about the procedure to follow should they have any concerns about the protection of a child in their care. There are detailed and up-to-date policies and procedures in place to maintain high standards throughout. Staff check the premises regularly to maintain clean and safe environment. All staff are committed to driving improvement and meet on a regular basis to evaluate the provision and plan for development. All recommendations from previous inspections are clearly met and there are clear plans for further improvements. For example, the provider has successfully applied for funding to provide all weather cover for the outside area to enhance outdoor learning. Management successfully supervises staff by holding regular team meetings and individual staff supervision meetings. They are supportive in seeking training and development opportunities for staff to develop their skills and professional knowledge. This good level of support means that staff have good awareness of how to meet the learning and welfare needs of all children.

The provider has a good understanding of the learning and development requirements. She reviews the planning and observations regularly, to make sure that staff meet the children's needs and that all children progress towards the learning goals. There are good systems in place to identify any gaps in children's learning. Staff seek additional support

from outside agencies when needed to secure appropriate interventions for children with additional needs. The manager maintains excellent partnerships with other professionals and agencies. The pre-school is a 'Super SENCO Setting', which means that staff offer support and advice to other providers caring for children with special educational needs and/or disabilities. For example, they support other settings in using visual timetables and visual aids. The pre-school also arranges meetings with primary schools and provides contact books for children who attend more than one setting. This good approach helps to support multi-agency working and continuity for children and their families. Staff have developed excellent partnership with parents and keep parents very well informed about their children's routines, care and learning. Staff and management respect families' confidentiality at all times. Parents are extremely positive about high quality of the care and learning their children receive at the pre-school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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>	EY358379
<b>Local authority</b>	Bexley
<b>Inspection number</b>	899147
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Alison Jane Hall
<b>Date of previous inspection</b>	24/01/2012
<b>Telephone number</b>	01322 661285

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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, which are usually the childminder's 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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