

Riventots Pre-School

Rivenhall Village, Church Road, RIVENHALL, Essex, CM8 3PH

Inspection date

Previous inspection date

17/10/2013

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 develop their creative thinking and problem solving skills well because they take part in a broad range of stimulating and exciting open-ended activities which cover all the areas of learning.
- Children's unique qualities and individual learning styles are very well known to staff, enabling them to tailor activities accurately to enable children to make good progress.
- Children show that they clearly feel very happy and settled. They form very strong and affectionate attachments and bonds with the adults caring for them.
- The provider has a robust, professional approach and is extremely well organised, so sessions run smoothly. There is a clear ethos and vision, and plans for the future are realistic and well thought out, aimed at improving outcomes for all children.

It is not yet outstanding because

- There is scope to improve the already very good educational programme for literacy by providing further resources, such as bold name cards on the writing table and in other areas, and an even greater variety of texts in the reading area.

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.

Inspection activities

- The inspector interacted with children in the playroom and in the outside play area.
- The inspector held discussions with all staff, and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation including evidence of staff checks, some policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Sarah Williams

Full Report

Information about the setting

Riventots Pre-School was registered in 2013 on the Early Years Register. It is situated in the village hall in Rivenhall, Essex and is managed by a partnership. The pre-school serves the local area and is accessible to all children. It operates from the main hall and has access to an outdoor play area.

The pre-school opens Monday to Thursday mornings, term time only. Sessions are from 9am until 12 noon with an option of a lunch club until 1pm. Children can attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and there are currently 23 children on roll.

The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- enhance and improve the educational programme for literacy by providing resources, such as bold name cards on the writing table, and a greater variety of texts and literature for children.

Inspection judgements

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

All children make very good progress towards the early learning goals at the setting and are well prepared for the next stages in learning. Staff understand the principles of how children learn and provide a broad range of well thought out resources and activities to promote all areas of development. Many of the resources and activities are open-ended to encourage children to be active learners who can think creatively and use their skills to solve problems. For example, a section containing a variety of interesting things, such as, scarves, wooden objects, fabric, textured materials and household items appeals to children's imaginations. A little girl arranges woven mats on the floor and covers them with colourful flowing scarves, she explains 'I'm making a river'. The game is sustained as children add items and develop a story line, completely engrossed in their play. In the garden, a basket of logs and wood offcuts are arranged into patterns and stepping stones, children are using the resources to challenge themselves and create a play environment from simple, natural materials. Another child loads logs into a wheeled trolley and moves them to another location. She is learning about weight, volume and how to negotiate

spaces effectively. This type of activity is a strong feature at the setting and complements the more traditional activities and equipment offered.

Children develop small muscle skills by practising cutting with scissors, and filling small containers with coloured rice and sprinkles. They concentrate and persevere, refining their skills well. Mathematical development is aided by puzzles, graded to challenge children and move them onto the next level. By using these and other resources, children learn about shapes, colour and sequencing. They count and match items and sort them according to different criteria. Staff are attuned to each child's needs well and target activities accurately based on what they know children need to learn next.

Children make marks with crayons and pencils, and some show readiness to write their names and other words of interest to them. This is aided by their named coat pegs, a self-registration system, and picture matched floor mats. However, because they do not always have a name card readily available, some children do not routinely attempt to write their own names on work. This means their very good learning in this area is occasionally not progressed as well as possible.

The role-play areas are fun and appealing with props, dressing-up clothes and scaled down 'real' household items for children to enact domestic scenes. Occasionally, themes, such as, a cafe, shoe shop or hairdressing salon, stimulate play and help children understand and make sense of their own experiences and the world around them.

Small world play with animals, vehicles and fantasy figures allow children to enter imaginary worlds to explore their ideas and feelings. Staff are deployed where they can support children and extend the play, and skilfully know when not to interrupt. They always get down to the children's level, to make eye contact and communicate effectively.

Circle time brings the children together and is time to reflect on what they have done during the session, as well as show some of the items they have brought from home, linked to the colour of the week or another topic they are learning about. Children sit attentively, on their individual picture mats, as they listen to stories, and enjoy singing songs and clapping rhymes. Staff make the stories interesting by using varied pace, tone and pitch. By being expressive, staff help the children to gain a love of stories and characters, which they carry over into their play. The book corner is inviting and well set out. While it contains a variety of picture books, there is scope to improve the range of printed material on offer to children. This is by including, for example, non-fiction books, catalogues, menus and other texts to enhance their very good development of literacy.

All children have a development profile, created by their key person. These contain a wealth of photographs, observations, assessments and well thought out next steps with ideas for how parents can continue the learning at home. This builds into a clear record of achievement, and shows what children have done, so they can share their experiences with their families. For children aged two years, a progress check is carried out and the results shared with parents. This ensures that any additional help can be put in place if children are not reaching the expected levels of development.

Links with other early years settings attended by children, such as childminders, are very

strong. Information is shared so that parents are well informed and children have continuity. The local primary school, where many children will progress on to, welcomes the pre-school children to join in with events, such as the Christmas production. The Reception teacher is keen to make contact with the children and this helps prepare them for the changes ahead. At the pre-school, children successfully develop the skills, attitudes and knowledge they need to allow them to move forward and continue to learn.

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

Children demonstrate that they feel settled and secure at the pre-school because they can choose their own activities and remain absorbed and engaged well throughout the session. They clearly trust and have confidence in the adults caring for them, asking to have their needs met and responding positively to instructions and cues. For example, when it is time to get ready for outside play, children competently change their shoes for boots, and put on their coats. Those needing support with self-care, or to access a piece of equipment, ask the staff to help them, knowing they will receive cheerful assistance.

Staff model good manners and acceptable standards of behaviour, helping children learn right from wrong and to take account of the feelings of others. For example, they remind children to take care when using the scooters outside, and to say 'please' and 'thank you' at snack time. Staff understand that it is important for children to work out solutions to situations they encounter, so they encourage them to negotiate and take turns, or share.

Children enjoy a nutritious, healthy snack of fruit, toast and milk or water midway through the session. This is served at the cafe style table in small groups. Children often help to prepare the food and serve it, and those who wish to are encouraged to pour their own drinks. When they finish, children clear away their own things, so developing independence and a sense of responsibility.

Staff work in partnership with parents in terms of developing children's independence in using the toilet. Nappy changes are recorded and parents informed at the end of the session. Staff take time to discuss with parents how to manage children's transition from nappies to grown-up clothing and realise that all children are individual in their approach to this.

Spare boots and outdoor clothing are available so no child misses out on the opportunity to play outside or enjoy a woodland walk or trip to the playground to use the fixed play equipment. These outings are well planned, and fully supervised, so children can learn to manage challenge and risk as they explore their local surroundings.

Children benefit from the well-established key person system as the excellent communication between staff and parents ensures that their care and development needs are always well met. They are emotionally well prepared for transitions, such as moving on to primary school, as their key person takes time to talk to them and discuss the changes they can expect. When they visit the school and meet their new teacher they can

make connections and start to think about what is going to happen.

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

This recently established pre-school has made huge strides and offers a very high standard of care and learning to children. The success is due to the partners' very strong ethos and shared vision for the type of provision they want to provide. Children are securely at the heart of everything, their safety and welfare is paramount, and the provision of a child-centred, exciting and well-resourced, stimulating environment enables them to make very good progress. All staff are dedicated and enthusiastic, and committed to delivering a high quality teaching and learning experience to children through guided play and exploration. This means the staff team are very strong and continually reflect on and evaluate what they are doing.

Safeguarding responsibilities are understood and all staff have completed training to ensure they can spot and respond to any signs or symptoms of abuse or neglect, thereby, keeping children free from harm. Comprehensive risk assessments make sure that the premises and equipment are safe and well maintained, and security procedures, such as door safety and regular fire drills, are part of the day-to-day practice.

Staff are encouraged and supported to follow professional development plans to raise their qualification levels as this is seen as key to maintaining and improving standards overall. Advice and guidance from outside professionals, such as the local authority development team, is well received and acted upon, so the environment and practice is still evolving. Staff seek to update and improve their knowledge by reading and researching childcare and education related matters, and keep abreast of changes and developments in the field. They make excellent use of guidance documents, for example, when tracking children's progress, because of this, assessments are accurate and reflect what children can do and need to do next.

The partnership with parents is very effective. All parents spoken to during the inspection are very happy with the quality of care and the very good progress they see their children making. They understand the key person system and know how to take forward a concern or express their views when they wish to. Termly newsletters and daily feedback ensure that parents are well informed and the two-way flow of information is maintained.

Plans for future development are well thought out and realistic. The partners are very clear that they want to move step by step and establish their practice before expanding or diversifying too much. They understand that in this way every staff member will be very clear about their role, and the part they play in the team overall. By recognising and utilising everyone's strengths, the staff team remains strong and the wealth of talent they possess is used effectively to deliver a high standard of care and learning for every child.

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

Unique reference number	EY460103
Local authority	Essex
Inspection number	916372
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	23
Name of provider	Natalie Spenner and Ruth Hassey Partnership
Date of previous inspection	not applicable
Telephone number	01376521696

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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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Piccadilly Gate
Store St
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