

Ruxley Lane Pre School

Ruxley Church, Ruxley Lane, West Ewell, Epsom, Surrey, KT19 0JG

Inspection date

Previous inspection date

02/12/2013

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 are happy, motivated to learn and enjoy being at the pre-school and this helps to support their progress.
- Partnership with parents is good and this shared approach helps promote children's learning and development well.
- Staff use accurate methods of recording observations on each child. This results in clear assessments of the children's progress and effective planning to meet their needs.
- An effective key person system helps children bond with staff and settle quickly into the pre-school.

It is not yet outstanding because

- The outdoor environment, and staffs' use of this, is not yet fully developed to consistently promote opportunities for children to explore, investigate and extend their learning in all areas.
- Staff do not promote all possible opportunities to share children's learning between the pre-school and other settings that children attend.

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 observed children's activities in the indoor and outdoor areas.
- The inspector looked at children's assessment records and other documentation relating to the pre-school.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Jane Bull

Full report

Information about the setting

Ruxley Lane Pre-school is owned by a private provider. It opened in 2013 and operates from three interconnected rooms on the ground floor within Ruxley Church, Epsom, Ewell, Surrey. Children have access to an enclosed outdoor area. The pre-school is open each weekday from 9am to 2.45pm and offers sessional and full day care during term time only. The pre-school is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently 52 children aged from two to five years on roll. The pre-school receives funding to provide free early education for children aged two, three and four years. There are ten members of staff employed to work with the children. Of these, one has Early Years Professional Status and five hold early years qualifications.

What the setting needs to do to improve further

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

- extend the range of outdoor materials and resources so children can further explore and develop their ideas in all areas of learning
- develop information sharing further with other settings that children attend, to provide more cohesive shared learning opportunities.

Inspection judgements

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

Staff have a good understanding of how children develop and learn. They plan and provide activities that follow the children's interests and hold their attention. Consequently, children make good progress in their learning and are eager to take part in activities. Each child has an individual 'learning journey' that staff use to record their progress. These contain observations, photographs and examples of children's work, which clearly show their ongoing development. Staff use the 'learning journeys' effectively to plan how they intend to support children's learning further. This means that staff plan focused activities that target children's individual learning needs and identify the next steps in their learning.

Staff liaise with parents and carers to find out about each child's background and share information when they start at the pre-school. This helps children to settle and provides continuity of care. Parents are involved in their children's development as staff share information with them verbally on a daily basis and at termly parents' meetings. Parents comment that they are really pleased with the daily feedback that they receive from staff.

This means that the staff involve parents in their children's learning on an ongoing basis. Staff carry out the progress check for two-year-old children and share the assessment with parents; for them to review their children's progress. This means that staff can identify potential gaps in children's development and parents are aware of the progress their children are making.

The pre-school provides a good range of activities indoors to cover all areas of learning. Children demonstrate that they learn effectively as they play in the three connecting rooms. Children's interest and enjoyment of books and literacy is encouraged through a well-stocked book corner. Staff show how they follow children's lead as they choose books and share their interest in the stories. This helps to increase the children's vocabulary and develops their communication and language skills. Children are encouraged to draw and write in chalks on the paving outside. These actions help their development of early writing skills. Staff talk to children while they play. They encourage them to think about what they are doing and this helps children learn the art of conversation by talking together. For example, staff ask them about the shapes of the Christmas presents they are drawing and what might be inside them. Staff encourage the children by taking an interest in their work, listening to their comments and praising their efforts. This helps to motivate the children to be involved in what they are doing.

Children enjoy playing on the push along vehicles in the enclosed garden which helps with their physical development. However, staff do not always fully use the outdoor area to support children's progress. In addition, there are fewer resources available outdoors to extend all areas of children's learning and development. This means that currently children are not always provided with sufficient opportunities to learn through their play in the outdoor environment.

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

Children are cared for in a welcoming, spacious and safe environment. The effective key person system clearly helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. Parents complete an information sheet about their children before they start at the pre-school. Staff discuss children's individual needs with their parents to make sure they are fully aware of how to best support them. The settling-in procedure is adapted to each child to help them quickly feel confident about being in the pre-school. Parents comment that they know their children's key person, which enables them to have a good point of contact. This helps the children to feel settled and secure at the pre-school and promotes continuity of care.

Children learn how to behave kindly when they are playing together and staff remind them to be well-mannered and share. For example, staff ask children politely to return the chalks they have taken from other children and why. As a result, children play happily together and learn to share the toys and resources. Staff frequently praise children's good behaviour and their politeness and courteousness. Staff show a keen interest in what children do and say and respond to children's comments. This helps children to develop positive behavioural and social skills.

Staff complete a regular risk assessment of the indoor and outdoor areas of the pre-school. This helps to promote children's safety as staff identify and minimise potential hazards. Children practise regular fire drills, which staff evaluate afterwards, and these help children learn what to do in an emergency. Staff are able to take appropriate action in the event of an accident as most staff hold paediatric first aid certificates. Staff encourage children to take small, but safe, risks when playing. For example, they learn to safely steer their vehicles around the outdoor area without colliding. Staff provide suitable challenges to help children extend their understanding of risk and gain a well developed understanding of safe practices.

Children learn about a healthy lifestyle through enjoying outdoor play and fresh air in the garden. Mealtimes are sociable occasions when children sit together and chat with friends and staff. Children are encouraged to develop their independence by pouring their own drinks and serving themselves fruit. Staff promote good hygiene procedures by reminding children to wash their hands at appropriate times and to use separate paper towels. This approach helps children to understand about personal hygiene and prepare for changes in their lives, such as starting school.

Children have access to a good range of appropriate toys and resources indoors which are displayed where they can reach them. This means the premises are organised effectively to support children's independence. Children know they can initiate their play and help themselves to resources. They can make their own choices as to where and what they would like to play with to develop their confidence and physical well-being.

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

The management team demonstrates a good understanding of their responsibilities to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. There is a good range of policies and procedures to inform parents and to guide staff in their practice. The management team make sure they clearly display the policies in the pre-school and on the pre-school website. Some staff have a recognised childcare qualification and those who do not are supported by the management to gain further qualifications. This reflects the strength of the leadership and commitment to supporting continual professional development.

Staff have a good knowledge of the safeguarding and welfare requirements, including child protection procedures. They have safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know to report any concerns they may have about a child to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare and well-being.

The management team values regular support from the local authority and reflects on practice to recognise priorities for improvement. For example, they look at changing the area where children hang their coats and store their personal belongings. They identify

that providing pegs at the children's level with their names on will to help them become more independent.

Staff recruitment procedures are rigorous and effective to make sure adults caring for children are suitable to do so. Effective induction processes are in place and all new staff are required to familiarise themselves with policies and procedures. The management team uses termly reviews with staff to improve performance and identify staff training needs. The management leads a collaborative staff team, who work well together. This means that staff are happy in their work and children benefit from their consistent support and teaching.

The management team has made links with the school that children attend to offer continuity of care. However, these do not promote all possible shared learning opportunities to thoroughly support continuity in children's learning experiences. The management team works consistently well with parents to support children's learning. Parents are very complimentary about the care and teaching the pre-school provides and the positive effects it has on their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464133
Local authority	Surrey
Inspection number	925300
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	45
Number of children on roll	52
Name of provider	Clare Louise Lawrence
Date of previous inspection	not applicable
Telephone number	07803 700 799

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

