

Ruyton XI Towns Pre-School

St. John the Baptist C of E Primary School, Church Street, Ruyton XI Towns, SHREWSBURY, SY4 1LA

Inspection date	02/04/2014
Previous inspection date	07/10/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding and inspirational. The innovative activities and experiences ensure all children make outstanding progress across all seven areas of learning, and are extremely well prepared for school.
- Children are able to manage risks and challenges extremely well. Staff provide opportunities for children to identify hazards and strategies to reduce risk; through everyday learning opportunities.
- The leadership of the pre-school is first class. There is an excellent culture of self-evaluation which has led to rapid improvement. Therefore, all requirements are fully met and understood extremely well by all staff.
- The pre-school takes a very active role working in partnership with parents, agencies and other providers. As a result, outcomes for all children are improved through supporting learning at home; identifying specialist support and supporting children's interests.

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 spoke with staff, children and observed activities in the main room and outdoor area.
- The inspector viewed all relevant documentation, including: policies and procedures, learning and development records, and safeguarding documents.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with children, parents and committee members to seek their views.
- The inspector gave feedback to the manager.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Ruyton XI Towns Pre-School opened in 1967 and moved onto the premises of St. John the Baptist C of E Primary School in 2011. It is run by a committee. It is situated in Ruyton XI Towns near Shrewsbury, Shropshire. The premises comprises of a main playroom, kitchen, toilet area, office and outdoor play area. The pre-school has access to the school grounds. It is registered on the Early Years Register. Children attend from the local area and beyond. There are currently 23 children on roll. The pre-school employs three members of staff working with the children. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens term time only, 9am to 3pm, Monday to Friday. Children may attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. The pre-school currently receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to be independent, for example, by enabling children to self-serve themselves at lunchtime.

Inspection judgements

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

The quality of teaching is exemplary. Staff use their wealth of knowledge to provide high quality experiences for all children. Teaching provides optimum challenge for children across their developmental stages. It is differentiated to meet the needs of the youngest and oldest children. As a result, all children's needs are met exceedingly well. Teaching is effective because staff use a range of vibrant resources to deliver innovative activities that inspire children. For example, 'Letters and Sounds' sessions for the oldest children are brought to life by the use of puppets, familiar objects and by using a blanket to imitate a stream for the children to safely cross. Activities and experiences are vigilantly matched to the interests and next steps in all children's learning. The range of activities that are provided are excellent in supporting the different ways children learn. Staff and parents together have high expectations of children. As a result, children make outstanding progress towards the early learning goals. The youngest children develop outstanding physical, communication and social skills, which prepares them well for their future learning. The oldest children have a good all round range of learning abilities. For example, they are taught how to operate simple computer programs which they are able to do with ease. Staff have a detailed knowledge of what children need in order to be ready for school. They have worked well with the school to identify this by observing teaching in school in order to ensure children make a smooth transition. Consequently,

children are well prepared for school and the next stage in their learning.

The learning experiences are exceptional. Staff share experiences from listening to the news on the radio. Children learn about pollution in the air. Experiences, such as this help develop an understanding of the world, discovering what pollution is and why it cannot be seen in the air. Children learn how to overcome challenges that arise, through support. For example, they are given opportunities to experiment with resources to make a flag for a pirate ship. They remain focused on the desired outcome so when a straw is not strong enough to hold the flag they do not give up. The routine allows children to come together as a group and concentrate on a particular focus. At circle time children are reminded how to sit quietly. Teaching is enthusiastic during this time and staff adapt it when needed. As a result, children know how to sit together as a group and listen to what is being said while maintaining their interest for a substantial period of time.

The starting points of children are quickly identified through initial observations and a robust settling-in procedure. Parents share what children can do, including their likes and interests. After each child's first half term at pre-school an assessment is completed to identify the starting points of each child. This information provides a platform for future learning, of which all children make outstanding progress from. All parents are updated at the end of each half term about their child's progress. As a result, parents have a vast knowledge of children's developmental stage. The progress check at age two is completed providing an accurate written assessment of children's achievements and next steps in the prime areas of learning. Parents contribute to the progress check at age two and the pre-school shares it with professionals resulting in appropriate interventions being made in children's learning as required. Learning is captured skilfully through a range of observations including photographs and parent contributions. Staff use these observations to shape future learning experiences. All next steps in learning are agreed with parents, including how parents can support learning at home. As a result, children make outstanding progress both at home and at pre-school. Children with special educational needs are supported exceptionally well. Gaps in progress are identified without hesitation and staff work tremendously hard with parents and agencies to close gaps.

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

Independence is promoted well throughout the routine. Children hang coats up as they arrive, pour their own water when they want a drink and manage their own health needs. However, there is scope to enhance opportunities at lunch time to further enhance children's independence by enabling them to self-serve. The behaviour of children is exemplary. Children play harmoniously together by sharing toys and waiting for their go with popular items, such as the interactive whiteboard or the bicycles. Children learn how to solve conflicts that arise as staff provide timers for children to take turns. Staff have a first class knowledge of how to manage behaviour in line with the behaviour management policy. Positive rules are introduced when children start at pre-school and are displayed for children to see. Staff and children remind those who are not following the positive rules what they are by pointing to the display. Children feel very safe and secure at pre-school. They are very comfortable in the familiar surroundings and show great respect for the environment. Staff explain the safety rules and children contribute to identifying how to

keep everyone safe. For example, children suggest not playing with toys in front of the door in case there is a fire.

The key person system is well embedded and understood by all staff. All children are allocated a key person when they start according to their development stage and whom they form an attachment with. The arrangements of the key person contribute to the strong bond the pre-school has with parents and the community. Children and parents know who their key person is. As a result, parents feel confident in asking about children's development. Due to the small staff team and a strong sense of community cohesion there is a strong bond between staff and children. Children show an obvious fondness for staff through the delight of seeing them when they arrive. Children share special memories of staff and the fun things they have done together. Children seek comfort and reassurance when they try out new activities and are confident in asking for support to manage their own personal needs when required. Children share their imaginative ideas as they act out scenarios, such as 'goodies and baddies'. Resources are of an exceptionally high quality and well matched to the development stages of the children who attend. Resources are accessible to children and adults have organised them well in learning areas. For example, the early writing area is well stocked with a range of materials to make marks with.

Children have a superb knowledge of why physical exercise is important. Each morning they participate in a physical movement session where they are able to dance and move, refining skills, such as jumping. Staff join in to emphasise the importance and through skilful teaching demonstrate the impact exercise has on their bodies. For example, children feel their increased heart rate. Meal times are healthy and children know it is important to eat a healthy diet. Staff discuss with children the different food groups, as children learn what protein is. There are regular opportunities for children to access fresh air, and they know how important it is, including how pollution can affect how good the air is. Since the last inspection staff have improved their teaching to aid children's understanding on the importance of hygiene. Staff now model good hygiene and recall on a visit from the health visitor to demonstrate how to wash hands removing all the germs.

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

The leadership team has an outstanding understanding of how to meet the safeguarding and welfare requirements. As a result, children are kept safe and their welfare is promoted exceedingly well. Safety is of the utmost priority this is ensured through the recording of visitors and not allowing the use of mobile phones or unauthorised cameras in the pre-school. Recruitment procedures are robust and the leadership team follow the Safer Recruitment policy. As a result, the staff employed are extremely knowledgeable and are able to fulfil their roles well. All staff and committee members are vetted and are safe and suitable to work with children. All staff, students and volunteers receive a detailed induction to ensure they know how the pre-school operates and to comply with all requirements including policies and procedures. Staff have access to a wide range of training both internal and external. Training is completed on a regular basis by all staff matched to the strengths and areas of development of the pre-school. Training is

disseminated well to all staff. As a result, training continually improves the quality of teaching. For example, recent letters and sounds training has improved the variety of teaching. All staff undertake child protection training and have a clear knowledge of local child protection procedures. All staff receive regular supervision and appraisals which enables strengths to be shared and coaching to build on personal performance. Policies and procedures are current and cover all relevant requirements. They are understood by all staff and committee who are both involved in reviewing them, therefore the practice of staff is consistent.

The manager has an excellent understanding of the learning and development requirements and as a result they are exceptionally well met. The manager and deputy have a clear understanding of what quality teaching looks like, by using guidance and observing teaching in school. They both monitor different aspects of the teaching and planning including special educational needs planning and teaching of the youngest children, through observations, sampling planning and feedback. As a result, all teaching and planning is of exceptionally high quality and is consistently improving. Due to the imaginative teaching, the manager is clearly able to demonstrate through effective monitoring how the activities and experiences provide depth to children's learning including how well they are matched to the needs and interests of each individual child. The progress of children is recorded through tracking documents and speech and language assessments. These provide a clear overview of the progress children make from their starting points. The manager routinely checks the accuracy of these assessments through reviewing observations and using guidance to benchmark judgements. The deputy monitors groups of children, such as children with special educational needs, quickly identifying those children not making the expected progress to ensure gaps in learning are closing through meeting their individual needs.

Self-evaluation is extremely effective as a result; the pre-school have made significant progress since their last inspection. Written self-evaluation, action plans and the progress children are making demonstrate how this progress has been made. Self-evaluation involves all children, parents, staff and the committee. Since the last inspection the precise times children attend are now recorded accurately. There have been extensive improvements in the environment and the range of resources to support children's learning especially outside. The pre-school have clear plans for future improvement by extending the learning opportunities even further for the youngest children. Future developments have been identified as a result of the evaluative ethos. Partnerships are extremely successful, with a wide range of partners including local childminders, school and speech and language therapist. Partnerships are focused on improving the experiences for children. For example, the speech and language therapist visits the pre-school to complete one-to-one support with children. As a result of this partnership gaps have closed in children's learning. Parents are an integral part of the pre-school, both through the management committee but also in working with staff to support children's learning. Parents involvement in learning is extremely successful and staff and parents work hard to maintain this. Parents are involved in achieving areas for improvement, as they have helped to develop the outdoor area. The committee is made up of a group of parents, they contribute to the decision making of the pre-school and act conscientiously to improve the quality of the pre-school and the outcomes for children who attend.

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	EY428429
Local authority	Shropshire
Inspection number	874519
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Ruyton XI Towns Pre-School Committee
Date of previous inspection	07/10/2011
Telephone number	01939261322

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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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