

# Rushwick Pre-School

c/o Rushwick Primary School, Upper Wick Lane, Rushwick, Worcester, Worcestershire, WR2 5SU

## Inspection date

02/10/2014

Previous inspection date

05/03/2009

## 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

- Children are protected from harm because staff are vigilant and know children well. Staff demonstrate that they understand the important role that they play in child protection.
- Leadership is strong because those in charge have a good understanding of the Early Years Foundation Stage. They monitor how well staff support and teach children to make sure all children are doing as well as they possibly can.
- Children are happy and confident within this welcoming environment. They form strong attachments with staff which supports their emotional needs and overall well-being.
- Children benefit from an education programme that is varied and stimulating. Teaching is good because staff provide activities that encourage independent learning. Strong partnership working with schools ensures that children are well prepared for this move.

### It is not yet outstanding because

- Staff sometimes overlook some opportunities to communicate with parents about children's individual next steps in development. Therefore, parents are not fully aware of what their child needs to learn next.
- Younger children sometimes miss cues when it is time to change activities because staff do not always use a variety of communication methods to help children follow what is happening.

## **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 observed activities in all indoor areas and outdoor play areas and carried out a joint observation with the manager.
- The inspector spoke to the manager, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

## **Inspector**

Julia Galloway

## Full report

### Information about the setting

Rushwick Pre-School was registered in 1989 on the Early Years Register. It operates from a purpose-built unit within the grounds of Rushwick Primary School in Worcestershire. The pre-school is managed by a voluntary committee and employs five members of childcare staff. Of these, the manager holds a BA (Hons) in Early Childhood Studies, two hold appropriate early years qualifications at level 3 and two at level 2. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. Sessions are from 8.50am until 15.20pm. Children attend for a variety of sessions. There are currently 23 children on roll who are within the early years age range. The pre-school provides funded early education for two- three- and four-year-old children and supports children with special educational needs and/or disabilities. The pre-school 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:

- strengthen the partnership arrangements with parents by making sure information is shared about what their child needs to learn next, so that parents can better support their child's learning at home
- focus more precisely on the communication skills of younger children, for example, by introducing visual prompts to help them to communicate more easily and have a better understanding of the daily routine and what will happen next.

## Inspection judgements

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

Children are making good progress because staff prepare a wide range of activities and experiences that interest and motivate them to learn. The pre-school is well organised and provides a safe and stimulating environment for the children who attend. The educational programme has depth and breadth across all areas of learning, which enables children to engage in a balanced range of experiences. Children are provided with many opportunities to make choices about what they would like to do, which supports them in becoming active and independent learners. Staff have high expectations for what children can achieve and adapt and enhance resources to extend children's ongoing learning. For example, staff use children's enjoyment of playing on ride on toys to foster a curiosity in numbers. They do this by giving each ride on toy a number plate. Children notice and comment about the numbers on their car. They excitedly comment 'mine is two hundred, it's a big number'. This shows that children are beginning to grasp the importance of numbers in their lives and can work out when one number is larger than another. As a

result, children are gaining some of the key skills that will prepare them for school.

Children benefit from an education programme that is varied and stimulating. As a result, they become absorbed in play activities and they play happily with their friends for extended periods of time. Staff know all children well and they plan adult-led activities taking into account children's individual needs. For example, they plan a programme of activities to specifically support children with speech and language difficulties. This ensures that all children get the help and support that they need to make continued progress. Teaching is good because staff work closely with children, encouraging them to join in with the experiences that are on offer. They foster a sense of team work amongst the children by suggesting that they help and support each other. For example, when playing a game together, children quickly turn to help their friends move through the tunnel. They work together, successfully take turns and communicate with each other so that they build on their physical, social, emotional and communication skills. Children's progress and achievements are monitored because the pre-school uses an assessment system that identifies progress or any gaps in learning. These include a learning journey file that contains observations, photographs and examples of children's work. Assessments, such as, the progress check for children aged between two- and three-years, is routinely carried out. This provides staff with a clear understanding of how to better support each child and a written summary of this is shared with each child's parents. The next steps for learning are identified for all children and these are taken into account when planning activities or experiences. Each child's key-person plans activities that support individual development alongside of a range of topics and themes. However, opportunities to communicate with parents about children's next steps are sometimes missed. This is because they are displayed in an area that not all parents regularly access. Nevertheless, parents are encouraged to look at their children's files on a regular basis and communication between staff and parents is good.

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

All children appear happy and settled at the pre-school because they receive individual attention from staff who are warm and affectionate. Children who have only been attending for a short period appear at ease at the pre-school. Parents and carers comment 'I can't believe how much they have learned after a few sessions'. This shows that parents feel their children's development is quickly promoted. Children's emotional needs and sense of well-being are well supported because key persons get to know all children well. Staff effectively share information with parents because they spend time talking with them each day. Parents are invited to join in with sessions, which means that they can get involved in learning activities with their children. All parents are asked to complete information documents about individual care needs prior to them starting. This means that the pre-school staff have all the important information that they need. A two-way flow of information about children's time and care at the pre-school has been established through appropriate procedures, such as, accident records, which parents are asked to sign to say that they have been informed.

Staff are positive role models for children. They speak kindly to them and listen to what they have to say. Consequently, children play well together and strong friendships

between children develop. Most children readily respond to the routines and boundaries that have been established. However, on occasions some younger children miss cues when it is time to change activity and so they find it difficult to join in at group times. This is because staff sometimes rely solely on spoken language, rather than also using pictures or gestures, to help children understand what is happening next. Nevertheless, the daily routine is flexible and children who need more opportunities to play are given this time. Staff show that they understand the needs of children of different ages and stages in development. For example, staff have recently made changes to the layout of the room to ensure that it better meets the needs of two-year-olds. They also consider the needs of children who attend for longer sessions by encouraging them to rest and relax during the day to make sure that children do not become too tired.

Children's good health is supported well because they learn good hygiene routines and eat healthy foods. Children eat a variety of fruit and vegetables at snack time which helps to make sure children benefit from a balanced diet. They have opportunities, such as, growing their own vegetables, which they make into soup to take home. Children have regular access to the outdoor area where they can play in the fresh air and staff ensure that children take regular exercise. During outside play, a variety of equipment that encourages children to be active is made available, such as, bikes, scooters and large play apparatus. These challenge children to learn new ways of controlling their bodies and so support their physical development. During these sessions children can move freely between indoors and outside depending on their preferences. This means that they have opportunities to make choices about what they would like to do which encourages them to learn independently.

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

Leadership and management are strong and there is clear motivation to develop the pre-school in order to improve outcomes for all children that attend. Safeguarding responsibilities are understood by all staff, who clearly explain how they would deal with concerns that relate to child protection. Information to support safeguarding practice is detailed and informative. This means that staff have all required information to support their practice. There are robust recruitment procedures for new staff and committee members, including obtaining an enhanced Disclosure and Barring Service check. Staffs' suitability is checked by the requesting of references, viewing certificates and verifying their identity. The performance management of staff is managed effectively because staff work closely to support each other's practice. They do this by having good lines of communication and by holding regular discussions about all aspects of the pre-school. All staff have individual appraisals and supervision meetings with the manager when they identify training to support their ongoing professional development. As a result, teaching and the impact that this has on children's learning is good because staff are highly skilled.

Children are making good progress overall in their learning and development. Staff know children well and they clearly demonstrate how they are meeting individual children's learning needs. Children's progress is regularly assessed and staff have a good overview of where all children are in their development. The manager works directly with staff and

children on a daily basis and has a clear overview of all aspects of the pre-school. She can easily monitor all children's progress because she effectively uses an electronic system that collates their achievements. This means that she can identify any children that are not making expected progress. Staff provide specific, targeted support to individual and groups of children, when appropriate, to ensure that all children get the help that they need. Teaching is good because staff understand the different ways that children learn and they provide experiences that make children want to learn more.

Partnership links with schools have been established. Staff regularly work closely with the school where the pre-school is based. All children have the opportunity to join the reception class within the school for planned sessions. For example, they attend weekly story time sessions which are led by the reception class teacher. These help to prepare children for the move to school because children become familiar with the school environment and staff. In addition to this, the pre-school works closely with reception teachers to ensure that important information is shared. This means that children are fully supported when they move to school. Management has successfully used self-evaluation to monitor the quality of practice. This includes seeking the views of parents and other professionals to identify any improvements needed and to prioritise areas for change. This demonstrates a commitment to continually reflect on ways to provide the highest standards of care and learning to meet the needs of the children who are attending.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	205296
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	865325
<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>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Rushwick Pre-School Committee
<b>Date of previous inspection</b>	05/03/2009
<b>Telephone number</b>	01905 420901

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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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