

Riding Mill Pre-School

Church Lane, Riding Mill, Northumberland, NE44 6DR

Inspection date

03/11/2014

Previous inspection date

02/11/2009

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

- A wide range of activities and resources provide stimulating learning experiences for all children. Therefore, children's emotional well-being and overall development are well supported.
- Children have good opportunities to make safe and independent choices. This ensures children are active and make good progress in their learning.
- Children with special educational needs and/or disabilities receive good care. Consequently, their parents are confident that their needs will be met and their learning will be effectively supported, enabling the most to be made of their abilities.
- Safeguarding procedures, as well as partnerships with parents and other professionals are effective. This ensures children's welfare is protected, children are kept safe from harm and there is consistency in their learning.

It is not yet outstanding because

- The outdoor environment is not as well resourced as the indoor areas, so children are not always fully able to build on and extend the good learning that takes place inside, when they play outdoors.

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 the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and their suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

Riding Mill Pre-school was registered in 1981 and is on the Early Years Register. It is situated in the village hall in the Riding Mill area of Northumberland, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from a large room and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 3pm on Tuesdays, Wednesdays and Thursdays, and from 9am until 12pm on Mondays. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment to reflect the quality of the continuous indoor provision and to further extend children's already good learning and development opportunities.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage. This is used effectively to support children in their learning and development. Children are encouraged to make independent choices from a wide variety of toys, equipment and resources. Each area of learning is implemented through planned, purposeful play and through an appropriate mix of adult-led and child-initiated activity. All staff respond well to children's emerging needs and interests and guide their development through positive interaction. For example, staff support children as they work cooperatively to build a train track. The children compare shapes and sizes as they use their problem-solving skills to create a completed track. The children search enthusiastically for the appropriate piece of track and are thrilled when they find it. As a result, children thoroughly enjoy their time at the pre-school and are excited and motivated to learn. The quality of teaching is good and as a result, children make good progress in their learning and development given their starting points.

Children are supported well in their communication skills as staff listen attentively to children and model effective use of language for thinking and questioning. For example,

as children paint pictures of fireworks they are encouraged to share their experiences and describe the colours they have chosen. The development of key skills in the personal, social and emotional aspects of children's learning are further supported as children confidently make choices. Children are learning effectively as they freely help themselves to the stimulating and clearly labelled resources available to them. For example, they find appropriate resources to set up a picnic and invite staff to 'come and have breakfast with me.' Children regularly walk to their local allotment where they tend to vegetables and plants and learn about growth. They have access to a playground where they develop their balance and coordination as they play with a range of resources. Children are very physically able and have a wide range of activities to develop these skills. For example, they use paint brushes and scissors indoors and the ride-on toys outside. Consequently, children are ready for school when the time comes as they develop a range of skills to support their future learning. However, the rich indoor environment is not fully reflected in the immediate play area outside the pre-school, as there are fewer relevant resources available to build on the learning that takes place inside.

The pre-school recognises the importance of working in partnership with parents and this is a key strength. Parents are well informed about their child's learning through a variety of methods. This includes effective daily verbal communications, notices and opportunities to share children's individual records of learning. Parents are invited to share information about their child's learning at home and this is included in their child's individual record of learning. Staff complete ongoing observations to assess children's stage of development and to plan for their next steps in learning. Staff have regular discussions with parents which provide an opportunity to talk in depth about their child's progress. Two-way communication is valued by staff to help them meet children's individual needs. Guidance from professionals involved with children who have special educational needs and/or disabilities is used by key persons to inform their individual planning. This helps staff ensure that children make good progress in the areas where they need extra support. Children who speak English as additional language receive effective support because staff work closely with the parents and set out strategies to meet the individual children's needs. Comprehensive progress checks are shared with parents when appropriate, and strategies are shared to ensure all children make at least good progress. Consequently, parents are fully involved in their child's learning and development.

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

Children receive a warm welcome as they enter the pre-school at the start of the day. The robust key-person system ensures positive relationships are developed with children and their families. Staff are fully aware of the importance of meeting children's individual needs. The effective methods for sharing information with parents ensure that every child's needs are fully met. As a result, children's well-being is well supported and they feel safe and secure to explore. This has a positive impact on children's learning as they are ready to learn from the earliest opportunity. The daily routines and activities provide children with opportunities to play and learn together, for example as they sit quietly sharing a story or play cooperatively in the role play area.

Staff are good role models to children, sitting at their level, frequently offering praise and

calmly establishing expectations. Staff are consistent in their approach and, as a result, behaviour is good. Through collaboration with their peers and support from key persons, children have devised golden rules for positive behaviour. This teaching strategy ensures children are able to develop good friendships and show care and concern for each other. For example, they take turns and share resources as they play together in the sand pit. Children are well prepared for the next stage in their learning and development. This is because the pre-school offers effective support during the settling-in period and when it is time to move on to school. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during settling-in periods. This ensures consistency of care is maintained and children's well-being is fully supported as they make adjustments during periods of change. Parents make positive comments about the progress their children are making in their learning and development. They feel valued and included in their child's learning.

Children learn to keep themselves safe and healthy through the daily routines and activities. For example, children are reminded to check behind them as they ride on bicycles, to avoid bumping into other children. Children are beginning to understand the importance of good hygiene as they are reminded to wash and dry their hands carefully. Children learn about a healthy and varied diet as they grow their own fruit and vegetables. The pre-school provides a range of healthy snacks, which are served to children in a social, friendly environment. This ensures children's health and well-being is effectively promoted.

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

The pre-school is led by a long-serving and experienced manager who demonstrates a very good understanding of her role and responsibilities in meeting the requirements of the Early Years Foundation Stage, and in ensuring the pre-school is effectively organised. Rigorous security procedures ensure the safety of children is highly prioritised throughout the day. The gates to the outdoor play area are locked, ensuring children are safe and secure while playing outside. Risk assessments are thorough and are reviewed regularly. Consequently, children are cared for in a safe environment. The manager demonstrates a good understanding of safe recruitment procedures, and checks that children are always cared for by suitable adults. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The safeguarding policy contains detailed procedures to follow in the event of an allegation being made against a member of staff. There are clear restrictions on the use of mobile phones within the pre-school, which staff understand and adhere to.

The manager demonstrates a clear commitment to reflective self-evaluation. Recommendations from the previous inspection have been addressed and further areas for improvement have been identified. This demonstrates a good commitment to continuous improvement. Systems are in place to monitor the effectiveness of the educational programmes through tracking children's progress. The manager arranges regular meetings with her staff to monitor the quality of teaching and learning. The manager recognises the importance of continuous professional development and relevant

training is shared with all staff to improve their already good knowledge and skills. Regular evaluation of planning ensures activities are planned to meet the individual needs of children. This ensures children make good progress towards the early learning goals.

The successful partnership between the pre-school and parents ensures that children's needs are quickly identified and are well met. Parents are invited to share in their children's learning through a range of different opportunities, for example, contributing to their child's individual record of learning. Information is gathered regularly from parents to help inform the assessment systems, which effectively monitor children's progress from their starting points. Parents comment on the positive learning experiences their children have enjoyed at the pre-school. The effective partnership between the pre-school and the local primary schools ensures children are well prepared for moving on to school when the time comes. Children with special educational needs and/or disabilities are effectively supported through the effective partnership with external agencies. This ensures the pre-school can fully support parents through referral and assessment procedures.

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

Unique reference number	301817
Local authority	Northumberland
Inspection number	867335
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	18
Name of provider	Riding Mill Pre-School Limited
Date of previous inspection	02/11/2009
Telephone number	07754 395572

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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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