

Cleeve Prior Pre-School Rising Fives Group



Cleeve Prior School, Main Street, Cleeve Prior, EVESHAM, Worcestershire, WR11 8LG

Inspection date

30 January 2015

Previous inspection date

11 March 2011

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

Summary of key findings for parents

This provision is good

- The staff plan and organise rich and varied activities. These reflect every child's interests and next steps for learning, as well as learning priorities for the whole group. These are all identified through the staff's accurate monitoring of children's progress.
- Children are confident and well prepared for full-time education as a result of learning on school premises, having lunch in the dining hall and following school routines.
- The staff successfully help children to be effective learners. They skilfully foster their good behaviour and cooperation, their ability to listen and concentrate and their developing communication skills.
- Staff adeptly foster children's independence in managing aspects of their self-care and their safe and responsible behaviour, for instance, during their walk to school.
- The management committee, staff and school successfully work together to ensure the smooth and efficient running of the group.

It is not yet outstanding because:

- Sometimes the organisation of activities results in the classroom becoming overcrowded, which limits children's choices and space to explore.
- Some contents of children's lunch boxes do not reflect the group's otherwise effectively applied healthy eating policy.

What the setting needs to do to improve further

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

- review the organisation of activities indoors to give children more scope to choose and plan activities and enough space to use the many stimulating resources
- extend children's already good awareness of how to eat healthily by encouraging parents to consistently include healthy food and drink options in their children's lunch boxes.

Inspection activities

- The inspector observed activities in the classroom and school dining hall.
- The inspector held meetings with members of the management committee and manager, and spoke to children and the deputy manager throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and discussed the group's self-evaluation form and plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the group and a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children benefit from socialising and learning in school. When they start full-time education they are already familiar with the premises and routines and are confident, resourceful learners. The staff accurately assess how well children are progressing and successfully focus their planning and teaching on further developing children's individual next steps. They also effectively promote other aspects of children's learning in readiness for school. This includes fostering their awareness of letters and sounds and developing their dexterity and control to support their early writing. The staff use a variety of games and resources to promote children's accurate counting and comparing of numbers, colours and shapes. Children are keen to join in and learn well together. However, occasionally their choices and exploration of resources are restricted because the classroom is overcrowded, as staff have set up too many activities in the space available.

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

Children are happy and settled. They enjoy learning in the inviting classroom where examples of their work are displayed. Attentive, encouraging staff help children to get to know the school routines and their surroundings. They become increasingly confident and independent during lunchtimes, when going to the toilet, washing their hands and looking after their possessions. Staff have high expectations of children's behaviour. They give them clear guidance in fun positive ways so they listen, are attentive and follow instructions. Children get on well and play harmoniously, responding to the staff's good examples and reminders to share, take turns and be helpful. Staff very effectively promote children's understanding of how to keep themselves safe, for example, when they walk to the school and use equipment and scissors. They also encourage children to follow good hygiene procedures and to make healthy choices about what they eat and drink. However, some contents of children's lunch boxes do not always reflect the group's healthy eating policy.

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

The enthusiastic staff work very hard to ensure children enjoy rewarding, relevant and well-managed experiences in a school setting. Equally dedicated members of the management committee help staff to monitor different aspects of the group's provision, such as reviewing and updating policies and procedures. They contribute to an effective recruitment, induction and staff development programme. This ensures staff are knowledgeable about early years, know how children learn, and are skilled teachers. The committee and staff fully understand their roles to safeguard children and have devised robust procedures to guide them. They attend relevant safeguarding training and know what action to take if they have any concerns about a child's welfare. Good relationships with parents ensure children's needs are fully understood and met. Parents are well informed about their children's care and learning at the group and encouraged to contribute their views about their child's abilities and achievements.

Setting details

Unique reference number	EY343186
Local authority	Worcestershire
Inspection number	862986
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	8
Name of provider	Cleeve Prior Pre-School Committee
Date of previous inspection	11 March 2011
Telephone number	07979322091

Cleeve Prior Pre-School Rising Fives Group registered in 2006. It is one of two pre-schools run by a management committee. The group employs two members of childcare staff who hold appropriate early years qualifications at level 3. It operates in a primary school on Monday, Wednesday and Friday during school term time. Sessions are from 12.15pm until 3pm. There are close links with the school.

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