

# Radwinter Pre School

The Village Hall, Hempstead Village Hall, Hempstead, Essex, CB10 2PD



## Inspection date

24 February 2015

## Previous inspection date

8 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Child-led learning is successfully supported by staff. They give children plenty of time to use the resources and this enables them to become deeply involved in many activities. This means children develop their ideas and are good at problem solving.
- Staff have an enthusiasm for learning and communicate this well to children and their parents. The links with home learning are good because staff provide parents with useful information on the important contribution they can make. Families are actively engaging and the team value this highly.
- Children are making good progress towards the early learning goals. Staff ensure children have the necessary skills to support their further learning in school.
- Children and staff have strong bonds. Children's emotional well-being is fostered successfully because each key person works well with parents and other professionals. Staff use the information shared to plan effectively for children's care and learning needs.
- Staff have a good understanding of safeguarding. The staff and committee are proactive in attending training and putting their knowledge into practice to protect children.

### It is not yet outstanding because:

- Children do not have as many opportunities as possible to explore nature and further their interest because the outdoor area lacks sufficient wildlife habitats.
- Occasionally, staff do not maximise children's opportunities to develop and use language for communication.

## What the setting needs to do to improve further

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

- enhance and support children's interest in the natural environment so that the valuable work from the forest school sessions is continued in the pre-school's outdoor area
- extend children's already good opportunities to experience a language rich environment, for example, by providing more commentary of play and effective use of open-ended questions to encourage children to use their rapidly developing vocabulary.

### Inspection activities

- The inspector observed activities in the hall, the outdoor area and conducted a joint observation with the manager.
- The inspector, staff and children had discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, including safeguarding, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children and the suitability of the committee members.

### Inspector

Alison Reeves

## Inspection findings

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

Children are making good progress in their learning. This is because staff are focusing more on observing and assessing children's play. They are using what they see to plan precisely for the next steps in learning. Staff ably support children using a variety of teaching methods suited to their individual needs. Pre-school sessions are well organised, providing children with a good range of experiences. Children enjoy the short circle time at the beginning of the session where they welcome one another and talk about their plans for play. Children eagerly anticipate the visits from the local school staff. These are helping the children to develop their confidence and enthusiasm for the next stage in their learning. There are a few occasions where staff do not make optimal use of the opportunities to maximise children's communication and language. For example, in the role-play area they do not narrate the actions of the youngest children and at snack time they do not consistently encourage conversation between children. However, children thrive in setting themselves challenges, such as how to make the cars travel faster along a pipe. Children have great enthusiasm and demonstrate good skills in cooperation and teamwork that help them to achieve their goals.

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

Children benefit from fresh air and exercise. Staff make good use of the outdoors as a learning space. They hold forest school sessions in the nearby woodland and this helps children to develop their interest and curiosity in nature. There is scope to develop closer links between these activities to enhance children's learning. Children's physical skills are constantly tested as they learn to negotiate the climbing equipment. Staff use this activity well to promote children's sense and understanding of risk. Children behave well and the staff's calm approach and straightforward explanations help children to understand what is expected of them and how to play safely. Children are rapidly developing their independence and relish the chance to show off their pouring skills at snack time. They are developing their understanding of how to behave responsibly when they line up and count the children ready to go outside and when they help to tidy up the toys.

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

Staff and committee members have a good understanding of the Early Years Foundation Stage. They are following appropriate procedures to vet adults connected to the pre-school. Staff use the clear procedures for checking the environment to make sure children can play safely and with freedom. The regular reflection on practice and target setting for improvement is having a positive impact on enhancing the provision for children. The effective relationships with other early years professionals and those from other agencies ensure children and their families get the support they need. Staffs' ongoing professional development and effective use of networking opportunities means they continue to develop their skills and improve the quality of teaching.

## Setting details

<b>Unique reference number</b>	402986
<b>Local authority</b>	Essex
<b>Inspection number</b>	983242
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Radwinter Pre-School Committee
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	01799 599 797

Radwinter Pre School was registered in 1979. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or 5. The pre-school opens, on Monday, Tuesday and Thursday during term time only. Sessions are from 9.15am until 3pm on Monday and Thursday and until 1pm on Tuesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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