

# Rudloe Pre School

Corsham Primary School, Broadwood Avenue, Rudloe, Corsham, SN13 0LL



## Inspection date

19 March 2015

## Previous inspection date

25 June 2010

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

## Summary of key findings for parents

### This provision is good

- Children make good progress from their starting points because experienced staff provide rich learning opportunities through play and purposeful teaching across all areas of learning.
- Children behave well and are confident. This is because management and staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge children's achievements.
- Children develop a good understanding of the world around them, taking part in varied projects and celebratory festivals that promote an inclusive society.
- Management and staff have successful partnerships with parents and external agencies. Parents say they have a high regard for the pre-school and are fully included and consulted about all aspects of their child's progression, learning and development.

### It is not yet outstanding because:

- Staff do not consistently use play routines for children to recognise and write their own names. Therefore, opportunities to further enhance children's secure reading and writing skills are not always maximised.
- Rich opportunities for children to further build on their mathematical learning, and see and learn about numbers during play, are not yet fully maximised in the outdoor play environment.

## What the setting needs to do to improve further

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

- extend the opportunities for older and more able children to recognise and write their own names during daily play routines to support their progress in literacy
- increase the opportunities for children to see and use numbers in the outdoor environment, for example, by displaying number signs.

## Inspection activities

- The inspector observed activities within the pre-school and outside play area.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observations, assessment and planning records, and documentation linked to managing children's progress.
- The inspector took into account the views of parents and carers spoken to on the day of inspection.

## Inspector

Julie Swann

## Inspection findings

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

Management and staff have a good understanding of the learning and development requirements. Staff regularly observe and assess individual children's progress. This helps to enable them to identify children's next steps in their learning and include any additional support or challenges children may need. As a result, children make good progress before they move on to school. Staff give high priority to supporting children's communication and language skills. For example, staff capture children's interests as they engage them in lively conversations during group time. This results in children increasing their vocabulary and provides opportunities for children to learn together and from each other. Children have fun, while being creative. For example, children used paint, glue and materials, such as tissue paper and sequins, as they created their Easter cards. However, there are fewer opportunities for children to write their own names during play. Therefore, opportunities to develop children's literacy skills are not maximised.

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

Management and staff have an effective key person system in place. All staff know their key children extremely well and help them feel fully included and valued. Therefore, children settle quickly, gain their confidence, and show a strong sense of well-being and belonging. Children have access to the garden area each day. They benefit from fresh air and are able to play freely and develop their physical skills as they use larger outdoor equipment. For example, children counted what they found as they dug and planted. They experienced weighing, measuring and capacity through activities such as the sand and water. However, rich opportunities for children to use and see numerals in print are not fully maximised in the outdoor area, which means children's understanding of how numbers can be used in context in different environments is not yet at an optimum level.

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

Management and staff fully understand their duty to protect children. All staff have a comprehensive knowledge and understanding of the safeguarding and welfare requirements, and are aware of their responsibility to report any concerns. Management and staff have completed safeguarding training and implemented clear policies and procedures, enabling children to feel secure and safe. The manager monitors the educational programmes for children. She actively encourages opportunities to enhance professional development through ongoing training. As a result, the staff have attended a variety of training courses to improve children's learning outcomes and are continually striving for improvement. Self-evaluation provides opportunities to reflect on these successes. Equally, it enables staff to identify where they want to drive forward improvement. This means children are at the heart of all that they do.

## Setting details

<b>Unique reference number</b>	199465
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	836862
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Rudloe Pre School Committee
<b>Date of previous inspection</b>	25 June 2010
<b>Telephone number</b>	01225 812939

Rudloe Pre-School has been established for 25 years and is situated within the grounds of Corsham Primary School in Wiltshire. The pre-school is open Monday, Wednesday and Friday from 9am to 3pm, and Tuesday and Thursday from 9am to 12 noon during term time only. Children attend for a variety of sessions. There are 21 children on roll. The setting welcomes children with special educational needs and/or disabilities, and those who are learning to speak English as an additional language. The pre-school employs three members of staff, all of whom hold appropriate level 3 qualifications.

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