

Ravenstone Pre-School

Ravenstone Village Institute, Leicester Road, Ravenstone, Coalville, Leicestershire,
LE67 2AR



Inspection date

2 July 2015

Previous inspection date

11 September 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of the teaching is outstanding. The small, well-qualified, skilled and dedicated staff team work exceptionally well together. This ensures that all children make excellent progress in their learning and development.
- Staff plan and implement effective activities because they take account of children's interests and their individual needs. Sensitive, focused and spontaneous observations of children's learning are regularly captured by all staff. These are successfully used to plan an excellent range of meaningful play and learning opportunities that reflect children's individual next steps in learning.
- Partnerships with parents are excellent. Staff speak with parents regularly about individual plans for their children's next steps in learning. In addition, parents are encouraged to share what their children have been doing at home. This contributes positively to the two-way exchange of information and means that children benefit from consistent support in their learning.
- The bright and airy environment is very welcoming to all children and adults. Children are extremely happy and settled in the pre-school and are filled with excitement when they arrive.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that successfully promote children's well-being and safety.
- Children are very well behaved. Older children play harmoniously with their friends and younger children are learning to share and take turns.
- The manager has developed a superb cohort tracker to identify any gaps in the children's learning. From this, additional activities have been planned to target children's early writing skills. Consequently, the manager has an accurate overview of how well all children are learning and making progress.

What the setting needs to do to improve further

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

- consider ways to extend children's play experiences in the home corner even further.

Inspection activities

- The inspector observed activities in the inside and outdoors and spoke to members of staff and children at appropriate times during the inspection.
- The inspector evaluated learning activities with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback provided.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector held a meeting with the manager of the pre-school and observed meetings with the staff and parents to discuss children's progress.

Inspector

Tracy Hopkins

Inspection findings

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

Children are encouraged to solve problems through a range of games, activities and everyday routines. For example, as water pours from the plastic tubes outside, staff ask the children how they can catch it. They talk about objects they could use and staff interact positively as they search for resources. In addition, staff extend children's thinking as they make their own paint brushes with twigs and leaves. Children love to explore the different patterns they can make and use different techniques to make marks. This supports their early writing skills. In addition, young children use their hands and tools with increasing skill to make patterns and marks with paint and in the sand. Older children show their confidence as they write their names on the white board. Children's understanding of the wider world is well promoted through planned and spontaneous activities. Visitors from the local community are invited into the setting to share their experiences, providing good opportunities for children to learn about and value others. An array of pictures and displays in the pre-school help children learn about the people in our world. Children delight in finding the pictures of themselves as a baby and talk to their friends about their experiences, similarities and differences.

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

Staff know that children learn through play and provide rich, varied and stimulating indoor and outdoor environments, where children feel secure and are confident to explore. Children's ability to play independently is very well supported through the accessible toys and equipment. As a result, children are able to confidently make individual choices about what they wish to play with. Ample opportunities for children to extend their play are provided as they add resources to their activity. For example, children use cardboard tubes and wooden planks with the garage and cars to build tunnels and bridges. Staff occasionally provide real fruit and vegetables for the home corner which enhances play. There is scope for children to now extend their play in the home corner even further, through a more consistent use of real resources. Staff work very well with the schools that children move on to. Excellent arrangements for the move help children to settle quickly into school life. Staff provide teachers with a secure understanding of each child's needs, interests and stages of development to support children's ongoing progress.

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

Self-evaluation is robust and embedded in practice. The manager and staff constantly reflect on what they do to identify how they could be even better. Together they set aspirational goals to achieve exemplary standards. They ensure best practice is shared through regular team meetings and joint training sessions with other early years providers. The manager has a clear commitment to supporting and encouraging all staff to develop their professional skills and expertise. Excellent opportunities for staff to receive coaching and access training are provided. Systems to monitor the quality of planning and assessments, children's starting points and ongoing progress are very well established.

Setting details

Unique reference number	EY265148
Local authority	Leicestershire
Inspection number	860639
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Community Pre-Schools Partnership
Date of previous inspection	11 September 2008
Telephone number	07766870158

Ravenstone Pre-School was registered in 2003. The pre-school employs four members of childcare staff. Two hold appropriate early years qualifications at level 3, and one member of staff has a degree level qualification. The pre-school opens on Monday from 11.45am to 2.45pm and on Tuesday to Friday from 9.30am to 12.30pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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