

Ross Pre-School

Ross & District Community Association, Larruperz Centre, Grammar School Close,
Ross-On-Wye, Herefordshire, HR9 7QD



Inspection date

9 July 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

- Parents are involved in their child's learning. Staff share information with them and talk to them about ways in which learning can be extended at home. Children choose books from the library to take home every week. Parents are invited to attend parents' evenings and social activities, such as sports days and concerts.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well. Staff work closely in partnerships with outside agencies and other professionals, such as a translator and an occupational therapist. This ensures that children are able to be fully included in all activities.
- Children are well protected. Staff have a clear understanding of the procedures they must follow, should they have any concerns about a child in their care.
- Planning evolves from children's interests and their next steps in learning. The manager regularly monitors and tracks children's progress to ensure that there are no gaps in their learning.
- Children are supported well, both when they move on to school and when they move to a new room in the playgroup. Staff meet with teachers or with the child's new key person to share assessments of children's learning and any other information that will help children to settle quickly.

It is not yet outstanding because:

- The organisation of circle and snack time is not always managed effectively to make sure children spend their time productively.
- Although fresh drinking water is readily available indoors, staff have not considered how they can help children to learn to recognise and meet their own need for a drink when they prefer to play outdoors.

What the setting needs to do to improve further

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

- organise circle and snack times more effectively so that children are not sitting for periods of time without being occupied
- provide opportunities for children to recognise and meet their own need for a drink of water when they prefer to play outdoors.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including evidence of the suitability of staff who work in the playgroup.
- The inspector spoke to parents and children and took account of their views.

Inspector

Becky Johnson

Inspection findings

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

Children make good progress in readiness for school in this warm and welcoming environment. They enjoy a range of activities, which are thoughtfully developed by staff to help them learn in a fun-filled and interesting way. For example, staff help children to begin to recognise and write letters through the use of salt on a coloured lid. When children form the letters in the salt, the colour underneath is visible. Older children are able to write their names and other words, such as the names of their favourite superheroes. Children understand mathematical concepts. They know the names of shapes and can skilfully cut them out using scissors. Younger children count the number of children who are present. They take part in singing games where they march like ants who proceed in twos as they enter the ark to keep out of the rain. Children are developing good imaginations. They pretend that the hut in the garden is an ice-cream van and other children rush to buy them and choose their favourite flavours. Staff provide children with choices within their play. For example, younger children are able to choose where they stick items on their seaside pictures and whether they use crayons or paints to decorate them. Older children choose what activities they want to play with the following day from photographs of available resources. Staff extend activities to effectively promote children's learning. For example, they show them their watch and where the fingers of the watch will be pointing to when it is time to go inside.

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

The key-person system is effective and clearly works in practice. As a result, children are well settled. They build good relationships with staff and their peers and they develop confidence and self-esteem. Children thoroughly enjoy the time they spend outside. They develop their physical skills as they ride bikes, roll balls down tubes, chase after hoops and learn to juggle. Younger children help to water the flowers and plants that they have grown. Children learn about being healthy and enjoy healthy snacks. However, although they are easily able to help themselves to a drink indoors, there are no drinks of water readily available to children who prefer to play outside. This means that when they recognise the need for a drink in warm weather, they are not able to quickly meet this need for themselves. Behaviour is good. Staff teach children to use good manners and to share with their friends.

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

The playgroup benefits from a strong and enthusiastic management team, which impacts positively on the running of the setting. Staff and members of the committee are proud of the playgroup. Many have been involved with the playgroup for several years. The playgroup is generally organised well. However, there are periods of time during the session, at circle and snack times, when children sit with nothing to do and are therefore not engaged in learning. Staff are qualified and attend training to further their knowledge. They implement what they learn so the quality of the provision continues to improve.

Setting details

Unique reference number	223586
Local authority	Herefordshire
Inspection number	864300
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	52
Number of children on roll	72
Name of provider	Ross Pre-School Playgroup
Date of previous inspection	11 March 2011
Telephone number	01989763249

Ross Pre-School Playgroup was registered in 1970. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or 3, and one at level 6. One member of staff has Early Years Professional status. The playgroup opens from Monday to Friday term time only. Sessions are from 9.30am until 12.30pm, Tuesday, Thursday and Friday and from 9.30am until 3.30pm Monday and Wednesday. A lunch club is open from 12.30pm until 1.25pm. A holiday club runs on some days during school holidays. The playgroup provides funded early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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