

# Raysfield Pre-school Playgroup

Dodington Parish Hall, Finch Road, Chipping Sodbury, BRISTOL, BS37 6JZ



## Inspection date

15 July 2015

Previous inspection date

23 May 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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff and management have a secure understanding of safeguarding procedures and child protection issues. They understand what they should do in the event of a concern about a child or the conduct of an adult. Staff have rigorous procedures in place that keep children safe.
- Teaching is of a good standard. Management and staff monitor and track children's progress through effective observations and assessments. Staff have a clear understanding of the focus of learning for each child, and this helps children make good progress.
- Staff and management have built good partnerships with parents and other professionals. These have a particularly positive impact for children with additional needs. Staff are good at identifying children's needs and acting in their best interests.
- The manager leads the staff team well. Ongoing training and regular supervision focus on staff development; this drives improvement forward.
- The manager uses an effective self-evaluation tool. In response, practice has been developed to help ensure children are well prepared for school.

### It is not yet outstanding because:

- Children do not have enough access to outdoors for fresh air, exercise and outdoor learning experiences. This reduces learning opportunities for those children who learn best outdoors and their play sometimes lacks direction and focus.
- Staff do not always effectively extend children's learning, bring challenge into their play and develop learning experiences. Therefore, children do not always engage fully with the activities around them.

## What the setting needs to do to improve further

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

- help children remain engaged and focused on their learning by consistently extending their understanding and bringing more challenge into their play
- adapt the routine to ensure children have greater access to outdoor provision so that they can benefit from more fresh air, exercise and outdoor learning experiences, particularly for those who prefer to learn outdoors.

## Inspection activities

- The inspector spoke with parents and took their views into account.
- The inspector looked at documentation, including learning journals.
- The inspector held a management meeting with the deputy and manager.
- The inspector held a joint observation with the deputy manager.
- The inspector watched interactions between adults and children, inside and outside.

## Inspector

Angela Cogan

## Inspection findings

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

Staff have a secure knowledge of the teaching and learning requirements. Children benefit from an exciting range of activities. Children make representations, experiment and explore with a variety of materials. For example, children play with glitter and find out about its colour and texture. Staff support children's early reading skills. Children benefit from story groups that are tailored to suit their abilities. This helps children to take an active role in their learning and make good progress from their starting points. Staff track children's progress by using detailed and evaluative observations of their achievements. This helps staff plan for children's next steps in learning. However, at times staff do not extend and challenge children's learning. This means that some children become bored and move away from activities.

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

A well-established and effective key person system helps to promote children's well-being and self-esteem. Management and staff are very supportive of children and their families. This helps children feel valued and secure. Children understand what is expected of them and they behave well. Children use their initiatives and growing feelings of independence. For example, children help themselves at snack time and enjoy pouring their own drinks. Children learn about hedgehogs and butterflies; they remember their experiences with fondness. This promotes children's understanding of living things. However, children do not have enough access to the garden. This means that those children who learn best outdoors do not benefit enough from the varied and interesting outdoor learning experiences that are available. As a result, children's play sometimes lacks direction and focus.

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

Management and staff keep children safe from harm. The manager uses a self-improvement tool that effectively helps her to identify areas for improvement. This helps the team to remain focused. Training needs are identified following regular supervision sessions. The manager plans training programmes in direct response to weaknesses in staff's practice. This has a positive impact on outcomes for children. For example, following training on sign language, staff are more confident in helping children with language delay to communicate more effectively. The experience and qualifications of the team have helped drive improvement forward. Management and staff have forged good links with their feeder school, and teachers visit children prior to their move to Reception Class. This secures a strong foundation for children's future learning and development.

## Setting details

<b>Unique reference number</b>	136065
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	841151
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Raysfield Playgroup Committee
<b>Date of previous inspection</b>	23 May 2011
<b>Telephone number</b>	01454 324688 mob07812 646133

Raysfield Pre-school opened in 1975 and registered in 1996. It operates from Dodington Parish Hall, South Gloucestershire. The pre-school is open four days a week (not Tuesday) from 9.00am to 3.30pm. The pre-school employs seven members of staff. Of these, all hold appropriate early years qualifications.

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