

# Richmond Pre-School C.I.C.



South Benfleet GM Primary School, High Road, BENFLEET, Essex, SS7 5HA

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 29 September 2015 |
| Previous inspection date | 28 November 2011  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Outstanding        | 1        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Highly effective self-evaluation takes into account the views of staff, parents and children. This enables managers to plan ongoing improvements that are specifically aimed at monitoring staff to further enhance the quality of their teaching.
- Children are extremely well prepared for their next stage in learning and their move to school. The strong focus on helping children to acquire language skills means that children are excellent communicators and are exceptionally confident.
- Teaching is consistently of a very high quality throughout the pre-school. Staff plan exciting activities that enable them to respond to children's changing interests and needs.
- The outside area provides children with a wealth of learning opportunities. Children delight in exploring and testing out their ideas. They share their findings with staff and other children.
- Children form secure attachments with their key person. Staff are very skilled in developing children's high levels of confidence, providing an excellent foundation for their future learning.
- The key-person system is highly effective. Staff work very closely with parents to help children to develop secure attachments. This is very successful and fully supports children's emotional development.

## What the setting needs to do to improve further

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

- continue to build on the exceptional practice, understanding and knowledge of the staff even further to enhance the already excellent professional development that is in place.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lorna Blackie

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leadership of the nursery is exceptional and the management team has an excellent knowledge of the requirements. Staff are highly experienced and are greatly valued by the management. Staff are encouraged and supported to develop their quality of teaching and those in charge consistently observe and evaluate the impact of practice. Recent changes in staffing structures are being closely supervised. Leaders identify the need to further enhance their already thorough monitoring processes for staff, in order to further increase the quality of teaching. Induction processes for staff, students and volunteers are robust. Safeguarding arrangements are effective. All staff have a good knowledge of the safeguarding procedures.

### Quality of teaching, learning and assessment is outstanding

The well-qualified staff have an excellent understanding of the learning and development requirements. They have an outstanding awareness of how to support children's needs and interests. A superb range of activities and learning opportunities motivates and inspires children to learn because teaching is exceptional. Staff plan the environment so that it is rich in print, books and pictures. Children make decisions about where they wish to play as they freely access the outstanding and well-resourced indoor and outdoor environments. Staff have an excellent understanding of how children learn. The pre-school places a very high focus on supporting children's speaking and listening skills through group sessions. These skills help children to be extremely well prepared for school.

### Personal development, behaviour and welfare are outstanding

Staff know the children extremely well and gather information from parents about their children's needs, abilities and interests from initial settling-in meetings and All about me documents. They use this information to build on the children's interests. Parents play a very important role in their children's development and staff encourage this by providing excellent opportunities for the children to extend their learning at home. Parents are highly complimentary about the pre-school. Children's behaviour is exemplary as clear rules and boundaries are in place and staff are positive role models. Children show respect for each other and work cooperatively together. Visual prompts are placed around the pre-school, enabling all children to have a clear understanding of the expectations and boundaries within the setting. Children have a thorough understanding about healthy foods and talk about which foods are good for them. Staff encourage children to be independent. For example, children enjoy preparing their own food at snack time. They independently prepare different types of fruit and vegetables, which helps to develop their hand-to-eye coordination.

### Outcomes for children are outstanding

Children are extremely well motivated and display high levels of confidence. They make outstanding progress in relation to their starting points. Any gaps in children's learning are quickly identified. Staff accurately assess children's progress, identify their next steps and effectively challenge children's critical-thinking skills. Children make excellent progress in their learning in preparation for starting school.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY421247                 |
| <b>Local authority</b>             | Essex                    |
| <b>Inspection number</b>           | 850103                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Day care type</b>               | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 4                    |
| <b>Total number of places</b>      | 38                       |
| <b>Number of children on roll</b>  | 97                       |
| <b>Name of provider</b>            | Richmond Pre-School CIC  |
| <b>Date of previous inspection</b> | 28 November 2011         |
| <b>Telephone number</b>            | 01268753061              |

Richmond Pre-School was registered in 1965 and became a Community Interest Company (C.I.C.) in 2010. The nursery employs 18 members of childcare staff, of whom 12 hold appropriate early years qualifications at level 3 or above and two hold level 2 qualifications. The nursery opens from Monday to Friday, during term time only. Session times are from 8.50am to 11.50am, Mondays and Fridays and 12.50pm to 3.20pm, Monday to Thursday. A lunch club runs from 11.50am to 12.50pm. The nursery provides funded early education for two-, three- and four-year-old children.

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