

Ringstead Robins Preschool

High Street, Ringstead, Kettering, Northamptonshire, NN14 4DA



Inspection date

14 January 2016

Previous inspection date

24 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is consistently good. Staff provide children with a wide range of purposeful activities based on their individual likes and interests. Children are motivated to learn more and demonstrate a love of learning. All children make very good progress based on their starting points.
- The manager regularly evaluates the learning experiences and oversees all children's ongoing progress. Children receive a consistent and continuous approach to their learning. Staff work well with other early years providers who are involved in children's care and learning.
- Partnerships with parents and other professionals are effective. Therefore, children receive the support that they need in order to achieve their very best.
- Staff utilise daily routines and give age-appropriate explanations of why healthy practices are undertaken. Older children demonstrate a good understanding of why they wash their hands before eating and after toileting.

It is not yet outstanding because:

- Staff do not always recognise opportunities during everyday routines to build upon older children's sense of responsibility and independence.
- Systems to further improve staff practice are not yet sharply focused enough on improving teaching to the highest level.
- Although some processes to evaluate provision are in place, the provider does not provide parents with regular opportunities to share their views and help drive forward further improvements.

What the setting needs to do to improve further

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

- provide older or more capable children with even more opportunities to take responsibility for age-appropriate tasks during everyday routines
- enhance systems for monitoring teaching practice in order to consistently provide children with high-quality learning experiences that help them achieve their full potential
- improve systems for evaluating practice and include more opportunities for parents to share their ideas and opinions, helping to identify aspects of the provision that can be improved.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector spoke with staff members and children during the inspection.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held meetings with the provider and pre-school manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

Inspector

Andrea Price

Inspection findings

Effectiveness of the leadership and management is good

The pre-school manager is supported well by the voluntary committee. She has a secure understanding of her responsibility to keep children safe and to support them to achieve their full potential. Staff are well qualified and work well as a team. They regularly attend a range of training workshops, read professional magazines and online articles, and are committed to raising standards. These have a positive impact on the learning experiences offered to children. The arrangements for safeguarding are effective. Vigorous risk assessments, stringent safety measures and effective safeguarding procedures ensure that children feel safe and are secure. Thorough recruitment procedures ensure that newly appointed staff are suitable to care for children. The manager supports staff practice through regular supervision meetings.

Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's learning. Parents regularly update staff about their children's achievements at home. Staff use their good knowledge and experience to identify next steps in learning for each child. Children become highly engaged during adult-led activities. Children thoroughly enjoy being creative and practise their early writing skills. They learn how to count as they sing number songs and rhymes. Staff successfully support children's communication and language skills. They engage children in conversation, model language clearly and introduce new words to extend their vocabulary. These effective teaching strategies help to prepare children for their move on to school. Parents state that they are very happy with the service and compliment the hardworking staff team. They feel welcomed into the pre-school and believe their children have made good progress since starting.

Personal development, behaviour and welfare are good

The key-person system is well established and effective. Staff develop warm and close relationships with children, who settle well and are happy and confident to explore their surroundings. Children play well together and have forged strong friendships. Staff consistently offer praise and encouragement to children; this raises their self-confidence and inspires them to do more. Staff manage children's behaviour very well. When minor disagreements occur, they offer children time to think about their actions. Older children demonstrate an understanding of how to share and take turns, modelling this behaviour to others. Children have many occasions to play outside in the fresh air, where they enjoy being physically active. As children move on to school, staff undertake activities which promote discussions about how they feel.

Outcomes for children are good

All children are making very good progress in their learning and development, based on their starting points. Older children are prepared well for school. Their literacy skills are developing well. They are able to recognise some sounds that letters make and can read their own names and those of their friends.

Setting details

Unique reference number	220004
Local authority	Northamptonshire
Inspection number	1028119
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	45
Name of provider	Ringstead Playgroup Committee
Date of previous inspection	24 April 2013
Telephone number	01933 460775

Ringstead Robins Preschool was registered in 2000. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 3 and 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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