

Runnymede Pre-School

Runnymede Small Hall, Kiln Road, Benfleet, Essex, SS7 1TF



Inspection date

2 March 2016

Previous inspection date

12 October 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| 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

- Staff's enthusiasm and passion help to promote a welcoming and stimulating environment for the children. Resources capture children's interests and they settle quickly into their chosen activity.
- The quality of teaching is good. Staff are skilled in helping children to develop their mathematical skills. They make the most of the opportunities in children's everyday experiences to explore and enhance their mathematical thinking.
- Staff plan a broad range of activities for all children. They carefully guide children's development, ask appropriate questions and demonstrate new skills. Children enjoy learning and make good progress.
- Staff promote children's personal, social and emotional development effectively. Children rapidly gain valuable skills that support them to be independent and capable of managing their own care needs.
- Staff are supported through effective supervision and training opportunities to improve the quality of their teaching. They are well qualified, which has a positive impact on children's learning.
- The partnerships with parents are good. Parents appreciate and value the pre-school. They comment positively on the friendliness and approachability of the staff team. They have a respectful understanding of the particular needs of families and offer sensitive support.

It is not yet outstanding because:

- Leaders and managers do not systematically monitor teaching and learning well enough to drive outcomes for children to the highest level.

What the setting needs to do to improve further

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

- monitor teaching and learning even more rigorously and increase the potential for children to reach the highest level of achievement possible.

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 pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Joanne Barnett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete training, understand their responsibilities and know exactly what action to take should they have any concerns about the welfare of a child. This ensures that children are protected and kept safe from harm. Systems to check the suitability of staff and manage any concerns about children are well established. There are regular opportunities for parents and carers to make suggestions about how the setting can improve. Staff regularly evaluate the range of activities and resources to ensure there is a broad and balanced curriculum. Partnerships with parents are good as comments from parents indicate their children's enjoyment of the activities.

Quality of teaching, learning and assessment is good

Staff plan a good range of group activities, child-initiated play and adult-led activities to help children move forward in their learning. Staff have devised an effective system so that they are all familiar with each child's next steps. They use this information well to adapt activities according to children's stage of development. Children listen well to instructions and are clearly familiar with the routines of the setting. Children thoroughly enjoy their imaginative play. They use the home corner as a baby clinic to weigh and record the dolls' weight. Children have good levels of concentration and attention. Younger children join in enthusiastically with group activities, such as action rhymes and create their own artwork. The assessment programme, to track children's progress, is secure, robust and purposeful. Staff provide a range of activities for children to do at home with their parents, which is well used to support learning.

Personal development, behaviour and welfare are good

Children's emotional well-being is consistently promoted due to the effective key-person system. Children thoroughly enjoy their time at the pre-school. Staff carefully manage the support children receive as they are dropped off at the pre-school. They help children prepare as they move on to other settings. Children are well behaved because staff motivate them with lots of praise and rewards for their efforts and achievements. When they participate in a group activity, children carefully position themselves so that others can join them. They develop their physical skills. They play on climbing frames, carefully pour their own drinks and practise writing their own name. Staff provide appropriate support to help children develop an understanding of a healthy lifestyle. Staff organise trips outdoors to the nearby field to look for insects and benefit from lots of fresh air and exercise.

Outcomes for children are good

Children enjoy exploring and being creative in their play. They are very eager to learn new things. Children are confident and learn how to use different small tools or large physical play equipment safely. Staff make good use of all activities to encourage children to count, name shapes and compare sizes of objects. They achieve well within the typical range of development for their age. Children are well motivated, make good progress and acquire good skills for their future learning.

Setting details

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| Unique reference number | 203722 |
| Local authority | Essex |
| Inspection number | 865214 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 45 |
| Number of children on roll | 54 |
| Name of provider | Runnymede Pre-School |
| Date of previous inspection | 12 October 2011 |
| Telephone number | 01268 799 101 |

Runnymede Pre-School was registered in 2001. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens from 9am until 1pm, Monday to Friday, term time only. There is an extended day on Tuesday and Thursday from 12 noon until 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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