

Young Risers Preschool

Istead Rise Primary School, Downs Road, Istead Rise, Gravesend, Kent, DA13 9HG



Inspection date

7 June 2016

Previous inspection date

9 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Managers and staff have worked effectively to develop all aspects of the provision since the last inspection. They use self-evaluation well to review practice and set improvement targets to achieve good standards of care and education for children.
- The provider updates Ofsted with any changes to the committee and ensures that the manager and staff are suitably qualified to fulfil their roles.
- Relationships with parents are strong and parents speak positively about the nursery. Staff encourage parents to share important information about their children's development and well-being. They inform parents about their children's progress regularly, to help support children's learning at home.
- Staff build on children's individual interests and abilities to provide a wide range of purposeful resources and activities. They enable the children to make choices, follow their own interests and make good progress from their individual starting points.
- Staff and children develop close bonds and secure attachments. Children show they are emotionally secure as they become active learners and have confidence to explore.

It is not yet outstanding because:

- Children are not always fully encouraged to develop their independence through everyday routines and activities.
- Staff do not consistently organise activities to meet children's individual needs and abilities, to further encourage their learning.

What the setting needs to do to improve further

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

- make better use of everyday routines and activities to encourage children to do things for themselves, to fully promote their independence
- review the organisation of some everyday activities, so that these match the needs and interests of the younger and the most-able children more precisely.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector sampled a range of documentation, including children's development records, their improvement plans and key policies and procedures.
- The inspector took account of parents' views through discussions.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held meetings with a committee member and managers, and completed a joint observation with the managers.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a clear understanding of the procedures to follow if they have a concern about a child's welfare. Recruitment and vetting processes are robust. Staff are vigilant and well deployed, and ensure that children have enough space to play. Regular risk assessments help to promote children's safety. Managers monitor children's development regularly to identify any gaps in their learning quickly and to ensure they make good progress. They monitor and support staff performance well, in order to help continually raise the quality of teaching and children's outcomes. They also encourage staff to undertake professional development to continually move their practice forward. Effective partnerships with other early years professionals ensure that children experience good continuity of learning and care.

Quality of teaching, learning and assessment is good

Staff use information from assessments of children's progress to plan opportunities for them to develop their skills. They promote their communication skills well. For example, staff follow the children's lead and interests during conversations. They model language effectively and extend children's vocabulary as they play. Staff promote children's pre-writing skills and creativity well. For example, children enjoy using shaving foam to draw shapes and practise threading small hoops onto sticks. Staff work well with staff at the local school to enable children to experience a smooth transfer to school.

Personal development, behaviour and welfare are good

Staff use a calm and consistent approach to managing children's behaviour. They continually provide children with praise and encouragement, to help them to feel valued and respected, and to behave well. Staff create a friendly, welcoming and stimulating environment overall. They promote children's emotional well-being effectively. Staff support children to begin to understand their feelings. For example, children talk about when they feel happy or sad as they play a game about feelings. Children develop good physical skills and learn about how to keep themselves safe; for example, when using the equipment in the garden. The key-person system is effective and all staff know children's individual needs, personalities and family backgrounds. Children form positive relationships with staff and this contributes to children being happy, settled and content.

Outcomes for children are good

Children are confident learners and concentrate for increasing periods of time at their chosen activities. They develop good mathematical and literacy skills ready for their move on to school. For example, they enjoy matching and sorting numbers as they look at the calendar and learn the initial sounds of their names as they pick out their name cards. Children learn good hygiene routines and develop a good awareness of healthy eating.

Setting details

Unique reference number	127794
Local authority	Kent
Inspection number	1022004
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	39
Name of registered person	Young Risers Pre-School Committee
Registered person unique reference number	RP908651
Date of previous inspection	9 July 2015
Telephone number	01474 832205

Young Risers Pre-School registered in 1993. It operates from the annexe in Istead Rise Primary School in Gravesend, Kent. Sessions run from 9am to 3pm, five days a week, during school term time only. The provider employs nine staff members. Of these, one of the managers has a qualification at level 4 and seven staff have appropriate early years qualifications at level 3. The nursery receives funding to provide free early education to children aged two, three and four years.

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