

Rainford Pre School & Playgroup

United Reformed Church, Higher Lane, Rainford, St Helens, Merseyside, WA11 8AL



Inspection date

6 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Parents speak positively about the pre-school and how staff meet the needs and interests of their children. They compliment staff on keeping them well informed about their children's progress. Parents are given ideas about how to support learning at home to help promote continuity of care, learning and development.
- The well-qualified staff team observes children as they play and accurately assesses their progress and stage of development. They find out about what children are interested in at home and plan stimulating activities and experiences for them. Children are engaged and motivated to learn.
- There is a good programme of ongoing supervision and professional development provided to staff. Training accessed has a direct impact on the outcomes for children. For example, information gained from a recent sensory course has been used very well. Staff have successfully enhanced learning experiences for children who have special educational needs or disability.
- Leaders and managers use good monitoring systems to review the progress made by individual and groups of children. Any gaps in achievement are quickly identified and addressed. All children make good progress from their individual starting points.

It is not yet outstanding because:

- Occasionally, staff in the baby room do not fully support children to use the correct pronunciation of words.
- Staff do not make full use of opportunities for younger children to develop their early writing skills.

What the setting needs to do to improve further

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

- enhance teaching skills that help children to use the correct pronunciation of words and further support their good speaking skills
- increase opportunities for younger children to build on and further extend their good writing skills.

Inspection activities

- The inspector observed the quality of teaching during activities, both 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 and provider. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of how to identify and report concerns regarding the welfare of a child. Policies are used well to help ensure that children are kept safe from harm. Good procedures are in place to check that all staff recruited are suitable to work with children. Leaders and managers consider the views of staff, parents and children when deciding how to further develop the pre-school. Partnerships with other settings are good. Teachers are invited to visit the pre-school to help children get to know their new teachers. This helps to support children with their transitions to school.

Quality of teaching, learning and assessment is good

Overall, children access a broad range of activities and resources. They follow their own interests and staff are nearby to offer help and support if needed. Staff encourage children to think and solve simple problems. For example, children work out how to balance flat pieces of wood on top of circular wooden discs. Other children become engrossed as they pour conkers from one container to another. Staff help children learn about size and number. For example, children count their conkers and work out if they are big or small. Children enjoy sensory activities and they investigate natural items in a painting activity. Children smell herbs, such as lavender, and are encouraged to describe the feeling of pine cones. Staff introduce new words, such as spiky. Children thoroughly enjoy painting the objects and show a good level of interest in what is provided.

Personal development, behaviour and welfare are good

Staff get to know children well and are attentive to their individual needs. They support children's emotional well-being effectively, helping them to settle and build close bonds with staff. Children behave well and they play amicably together. Staff are positive role models. They are effectively deployed and complete daily risk assessments. Staff carefully supervise children to keep them safe. Children are encouraged to be independent in self-care practices. For example, they wash their own hands after toileting. Children do things for themselves successfully. For example, they serve their own fruit and drinks at snack time. Staff sit with children and talk to them about healthy options and the importance of a healthy diet and exercise. They take children out into the community, such as the local park and library. This helps them to learn about the wider world.

Outcomes for children are good

Children, including those in receipt of funding and those who speak English as an additional language, make good progress in their learning and development. They are keen learners and follow instructions well. Children join in with singing counting songs and learn how to identify numbers. They enjoy the fresh air in the well-equipped outdoor area. Children know to manage their own risks effectively. For example, they politely ask staff to help them negotiate between apparatus and they confidently ride around on trikes. Children are self-assured and show increasing independence. They put on their coats and shoes. Children develop the key skills in readiness for starting school.

Setting details

Unique reference number	EY489449
Local authority	St. Helens
Inspection number	1021648
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	0 - 4
Total number of places	80
Number of children on roll	39
Name of registered person	Fielding Leisure Limited
Registered person unique reference number	RP903514
Date of previous inspection	Not applicable
Telephone number	01744885057

Rainford Pre School & Playgroup was registered in 2015. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above and one at level 2. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to 4pm. The pre-school provides funded early education for two-, three- and four-year-old children. Staff support children who have special educational needs or disability and those who speak English as an additional language.

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