

# Ready Rangers

St Johns Childrens Centre, Mortimer Road, Kenilworth, Warwickshire, CV8 1FS



## Inspection date

1 November 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers fully understand their roles and responsibilities. A range of documents, policies and procedures is used effectively to support practice. Children's safety, welfare and learning are well promoted.
- Staff are good teachers. They plan and provide a variety of activities and experiences that meets children's individual learning needs and helps to promote their good progress.
- Children make good progress in their learning. Any children requiring additional support are promptly identified and receive the help they need to catch up with their peers. This ensures no child falls behind.
- The nursery uses their relationship with the children's centre to help continually improve outcomes for children. They liaise with different professionals, access a variety of training and make use of a range of resources to support children and their families as needed.
- Staff get to know children well from the outset. They find out about children's individual needs and ensure these are sensitively managed. Children settle quickly into the nursery and are happy and relaxed.

### It is not yet outstanding because:

- Staff do not always respond promptly when most-able children grow in confidence and ability in their communication, social and physical skills. They do not consistently offer these children the highest level of challenge in other areas of their learning to promote their progress as far as possible.
- Parents are not supported as well as possible to guide their children's learning at home. Staff do not always give them enough information about what children are learning and achieving at the nursery.

## What the setting needs to do to improve further

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

- respond promptly when most-able children grow in confidence and ability and consistently offer these children the highest level of challenge in other areas of their learning to promote their progress as far as possible
- share more detailed information with parents about what children are learning and achieving at the nursery to help promote excellent continuity between the setting and home.

### Inspection activities

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

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is well organised. Daily safety checks help to ensure all possible risks are minimised. It is clean, safe and secure. Managers and staff have good child protection knowledge. They know how to act appropriately should they have any concerns about a child's welfare. Staff are well qualified. Staff are supervised and benefit from a variety of opportunities to build on their skills. This has a good impact on the quality of care and education offered. Self-evaluation is good. Managers reflect on the quality of the provision and take account of the views of parents, children and staff. Clear targets for future development are set.

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

Staff understand how children learn. They assess children's development and make use of this information to provide a broad curriculum to promote children's learning. This has a particularly strong impact on children's communication, social and physical skills. Children quickly learn to use simple sentences to express their wants, needs and ideas. Children enjoy responsibility and like helping staff with tasks, such as cutting up fruit for snack and laying the table. They listen to adults and stick to the simple boundaries of the nursery. Children play well together and are caring towards others. Children spend time using wheeled vehicles, climbing on low-level equipment and dancing to action songs in groups. Staff talk to the children about what they are doing. They model how to use different tools and equipment and add explanations to expand children's learning. Staff have suitable expectations of children's abilities, which helps them to promote their good progress.

### Personal development, behaviour and welfare are good

Children's good health is well promoted. For example, children are offered nutritional snacks. Staff teach them about the importance of eating well. Staff ensure children adopt good hygiene routines, such as washing their hands. Children manage their care needs independently when they are ready. They enjoy plenty of fresh air and physical activity is encouraged. Children's emotional well-being is fostered. They have opportunities to learn about the wider world. Staff find out about children's similarities and differences and help children to value these. Staff teach all children about acceptance, tolerance and respect. They are positive and encouraging. Children's individuality is valued and celebrated in the nursery.

### Outcomes for children are good

Children acquire all the basic skills needed for the move on to nursery school. Children are confident. They play and explore keenly. Children are interested and inspired to learn. They develop a desire to get involved, have a go and find out more. Children delight in opportunities to be creative and learn more about the world. They spend time decorating real and paper pumpkins for Halloween. They like making pretend cakes out of play dough and baking them in the role play oven. They also enjoy putting together collages using different materials. Children develop good literacy and mathematical skills. They enjoy sharing books, retelling stories and singing rhymes and songs. They can count and are beginning to recognise numbers. Children are becoming successful learners.

## Setting details

<b>Unique reference number</b>	EY480081
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	987967
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Barnardo's
<b>Registered person unique reference number</b>	RP518879
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01926 856397

Ready Rangers was registered in 2014. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The manager has early years professional status. The nursery opens during term time only. Sessions are from 9am until 3pm on Monday and Tuesday and from 9am until midday on Wednesday. The nursery provides funded early education for two-year-old children.

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