

# The Red School

Queen's Hall Community Centre, School Green Lane, North Weald, Essex, CM16 6EJ



## Inspection date

9 November 2016

Previous inspection date

22 October 2012

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

- Parents describe staff as supportive and approachable. They comment that they feel happy knowing that their child is in a home-from-home environment. Some parents particularly like the opportunity to take home learning resources to use with their child. Others feel that the staff's communication is awesome and that their attention to detail is impressive.
- Children enjoy a wealth of opportunities to learn about and practise mathematics. Staff successfully use play situations to encourage children to count, use positional language and talk about shape. For example, at snack time some children recognise that a slice of banana is a circle.
- Staff provide an environment that is warm and welcoming to children and their families. Key persons promote a good two-way exchange of information with parents and other settings children attend. This helps them to understand about the child's progress and gives them ideas about how they can actively support learning.
- The provider ensures that effective, ongoing risk assessments are undertaken in all areas of the setting. This supports the identification of potential risks and enables the quick implementation of safety measures to protect children.
- Children form close and trusting relationships with the provider and her staff. They talk to them as they play and look to them for support and comfort when needed.

### It is not yet outstanding because:

- In their enthusiasm, some staff step in too quickly during activities to redirect children's learning. This does not always allow children sufficient time to persevere at tasks and work things out for themselves.
- Staff do not yet provide a more varied range of experiences and resources to promote children's understanding of people, families and communities different to their own.

## What the setting needs to do to improve further

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

- support children more effectively as they develop their skills in perseverance and independent learning
- provide more opportunities for children to learn about and reflect on people and communities different to their immediate experiences.

### 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 evaluation of an activity with the provider.
- The inspector held discussions with the provider, children and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of those working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider and her staff team have completed training in child protection and are aware of their roles and responsibilities. They know how to recognise the possible signs of abuse and what action to take to protect children in their care. The arrangements in place for staff recruitment are secure. All staff are vetted to ensure they are suitable to care for children. Staff undertake appropriate training to improve the skills identified at supervision meetings. Staff ensure that children are provided with close supervision and that they are on hand to support their learning. The provider ensures that the views of parents, children and staff are taken into account as part of her plans for continuous improvements.

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

Staff observations and assessments of children's progress are used to effectively plan to meet their individual learning needs. Children using the role play resources show their clear understanding of the world. They act out real and imagined experiences, such as getting ready and then taking their baby to the beach. Communication and physical skills are supported well by staff within children's daily routines and activities. Staff know how to encourage children to listen and take part in conversations. They draw them into discussions that interest them. For instance, they ask them about what they are doing as they play with small-world vehicles. Children use their physical skills to push along and steer a digger as they scoop up wood shavings. They fill a small bucket with the shavings and lift it to find out if it is heavier or lighter than a bucket of stones. Children show delight and surprise when they discover that even when their bucket is full, the stones are still heavier than the wood shavings.

### Personal development, behaviour and welfare are good

Behaviour management is good. Staff provide clear guidance to help children learn about sharing and taking turns. Children enjoy being able to make independent choices about what to play with from a wide selection of interesting toys and exciting activities. At times, children can also choose to play indoors or outside. This gives them the chance to spend time in the fresh air, supporting their well-being. Staff help children learn about foods that are good for them through discussion. Children are encouraged to extend their tastes by trying different foods, such as pitta bread. Children sometimes help make food for snacks, such as pancakes. Young children are prompted to wash their hands at pertinent times and older children do so independently, helping to promote their good health.

### Outcomes for children are good

All children, including those who speak English as an additional language, are making good progress in their learning. Children show good focus and concentration as they engage in activities that spark their interest. Older children become involved in imaginary play outdoors. They become engrossed in their game and begin to make up stories about being chased around the garden. Children are effectively gaining the vital skills that they need to enable them to move on to the next stage of learning or in preparation for starting school.

## Setting details

<b>Unique reference number</b>	EY447052
<b>Local authority</b>	Essex
<b>Inspection number</b>	1060235
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Helen Jane Gould
<b>Registered person unique reference number</b>	RP513622
<b>Date of previous inspection</b>	22 October 2012
<b>Telephone number</b>	07759816833

The Red School was registered in 2012. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including the provider who has a Foundation Degree in Early Years and Childcare. The setting opens Monday to Friday, from 9am until midday, during term time only. There is also a lunch club that operates from midday until 1.15pm, on Monday, Tuesday and Friday. The setting provides funded early education for two-, three- and four-year-old children. It currently supports a small number of children who speak English as an additional language.

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