

# Redhill Robins Day Care Unit



Redhill Primary School, Wrights Avenue, Cannock, Staffordshire, WS11 5JR

## Inspection date

11 November 2016

Previous inspection date

2 October 2013

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

- The manager and staff team are well qualified and have high expectations. Self-evaluation is used well by the staff team and includes parents' opinions to help them identify further areas for development.
- The quality of teaching is consistently good. Staff use a creative range of teaching methods to help children make good progress.
- Staff place a clear priority on ensuring they work closely with parents to find out what their children like and can do. They regularly observe children and use assessment information effectively to support children's learning and to help them close any gaps in their learning.
- Promoting the children's personal, social and emotional development is given good regard. Consequently, all children settle quickly and are happy and confident.

### It is not yet outstanding because:

- The system in place to monitor the quality of teaching and coaching of staff is not focused sharply on raising the quality of teaching to an exceptional level.
- Staff do not always provide a rich range of activities that inspires the children's interest in writing and in exploring concepts, such as weight, capacity and measure.

## What the setting needs to do to improve further

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

- enhance further the arrangements in place for monitoring the quality of teaching and coaching of staff to help raise the quality of teaching to an exceptional level
- provide a richer range of activities to enthuse the children's interest in writing and weight, capacity and measure to help raise their achievement in these aspects of learning to an even higher level.

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

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safeguarding is given high priority and staff work well with other professionals working with the children to help secure their welfare. All staff are suitably trained in child protection issues and know the procedure to follow if they are concerned. Effective risk assessment ensures the areas used by the children are safe and staff supervise children well. The manager is clearly motivated to drive improvement and motivates the staff well. Staff work closely with the on-site school and nursery. For example, they use the same method to teach phonics and benefit from shared training. This helps continue children's learning when they move on. Parents report high levels of satisfaction and are impressed by the progress their children make.

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

The experienced staff team places a strong focus on increasing the children's communication and language skills during their interactions. They use visual aids well to capture the children's interests during stories and singing sessions. Staff use an interesting range of topics and the children's own experiences to help children learn about the natural world, people and communities. Staff are good play partners and show a genuine interest in children's play and support children well to develop their ideas. Children with special educational needs or disabilities are supported well and are fully included during activities. Staff work well with parents to quickly identify any gaps in children's learning. Staff share termly progress reports with parents which include specific targets to help parents support their children's learning at home.

### Personal development, behaviour and welfare are good

Staff know the children well including their home circumstances and meet their individual care needs well. Staff provide a healthy snack consisting of low sugar and high bran cereals, fruit and milk. Children look forward to their snack and are supported well to increase their self-help skills and socialise with their friends. Children learn about keeping healthy through having a good diet and doing plenty of exercise. The outdoor area is used well by staff to provide daily opportunities for children to be physical and explore. Staff place a strong focus on teaching children to keep safe. For example, staff teach children about the danger of strangers, road safety and firework safety.

### Outcomes for children are good

Many of the children leave the pre-school at age three to start at the school nursery. All children, including those receiving additional funding, make good progress from their starting points. Children show a real interest in books and stories and are confident talkers. They are imaginative and thoroughly enjoy adopting roles and cooperate well. Children show a good interest in counting and problem solving during activities. Children enjoy linking letters and sounds during the phonics session and are well prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	218212
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1063701
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Redhill Robins Daycare Unit Committee
<b>Registered person unique reference number</b>	RP520108
<b>Date of previous inspection</b>	2 October 2013
<b>Telephone number</b>	01543 334514

Redhill Robins Day Care Unit was registered in December 2002. It is run by a management committee and operates within the grounds of Redhill Community Primary School, Chadsmoor, Staffordshire. The pre-school is open five days a week, term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. There are currently five members of staff employed. Of these, one holds a qualification at level 6 and the others hold qualifications at level 3.

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