

Rudham Pre-School

The School House, School Road, East Rudham, King's Lynn, Norfolk, PE31 8RF



Inspection date

28 November 2016

Previous inspection date

24 October 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The correct procedures have not been robustly followed to enable Ofsted to confirm the suitability of all committee members. This demonstrates a weakness in the leadership and management of the pre-school.
- Staff do not always gather information about children's prior learning at home to develop well-informed plans for learning when children first start.

It has the following strengths

- The manager continually looks at ways to improve what is provided to children in the pre-school. Ongoing changes made to the learning environment secure continuous improvement to children's experiences and learning potential.
- Staff have high expectations for children and provide them with good quality learning experiences. They are skilful in supporting and enhancing children's learning. They closely follow children's interests and ask effective questions to encourage children to develop their critical thinking and problem-solving skills.
- Staff have high expectations for children's behaviour and are consistent with the messages they give to children, to help them to learn good social skills. Children learn to share, take turns with others and be kind to their friends.
- Children build secure bonds with staff. They interact with them throughout the day and enjoy playing alongside them. Children are confident to ask for support when needed. Staff are warm and kind to children and responsive to their needs.
- Staff accurately identify where additional funding can be used best to support those children with identified needs. This is used effectively to target interventions to help children to make continued progress in their learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ ensure procedures are secure, current and robustly followed to enable Ofsted to confirm the suitability of all members of the committee in a timely manner. | 28/12/2016 |
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To further improve the quality of the early years provision the provider should:

- gather more in-depth information about children's achievements at home when they first start in the setting, and use the information to target precise planning at the earliest opportunity to promote children's rapid progress.

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 observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person of the pre-school committee. She looked at evidence of the suitability of staff working in the pre-school. The inspector also discussed the pre-school's self-evaluation.
- The inspector sampled a range of documentation, including the learning and development records of children, the pre-school's policies and procedures and daily risk assessments.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Members of the pre-school committee do not fully understand their responsibilities. They have not followed the correct procedures to provide Ofsted with the required information to confirm the suitability of all the committee members. However, all committee members have obtained Disclosure and Barring Service checks. The impact on children is minimised as they do not have regular contact with, or unsupervised access to, children. Also, they do not have access to any confidential information. Sound procedures are in place for the recruitment of staff and their ongoing suitability is regularly confirmed. Safeguarding is effective. Staff know the signs and symptoms of abuse and the procedure to follow if they have concerns about children's welfare. The supervision and support staff receive is effective, and focuses on continuing to improve the quality of teaching. The well-qualified staff team works closely together, communicates well and is committed to its professional development to improve opportunities for those children who attend.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They make regular assessments of children's progress and use this information to identify their next steps in learning. Focused activities challenge children to promote their ongoing development. Children experience a wide range of opportunities that interests them and motivates them to learn. They engage well as they explore new technology and learn how to operate it successfully. Outdoors, children explore movement as they roll balls along a gutter and use scales to explore weight and measure. Children who speak English as an additional language settle quickly and become confident to communicate using their new vocabulary. Staff repeat what children say to reinforce language. Staff share information with parents about children's progress and activities they enjoy. Parents feel valued in the setting and take part in opportunities to support children's learning in the pre-school.

Personal development, behaviour and welfare are good

Children enjoy their time in the pre-school. They are confident to explore their surroundings and choose what they would like to do. They play imaginatively and are keen to investigate with a wide range of resources. Staff are good role models and consistently use good manners and teach children how to be polite. Children who speak English as an additional language are supported well to develop a sense of belonging and form close friendships with others. Staff display words in children's home language and work closely with parents to ensure children's needs are met. Children begin to learn about healthy eating. Staff talk to them about where food comes from and give them healthy choices at snack time. Children are familiar with the routine and learn independence skills, such as washing their hands and pouring their drinks.

Outcomes for children are good

Children progress well in their learning given their starting points. They are confident and enthusiastic individuals who readily take on the challenges offered to them. They listen and communicate well and are confident to express their ideas and opinions. Children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	254048
Local authority	Norfolk
Inspection number	1059474
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 - 4
Total number of places	17
Number of children on roll	27
Name of registered person	East and West Rudham Pre-School Group Committee
Registered person unique reference number	RP904056
Date of previous inspection	24 October 2012
Telephone number	01485 528 487

Rudham Pre-School was registered in 1999. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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