

Rode Heath Pre-School

Rode Heath Primary School, Heath Avenue, Stoke On Trent, ST7 3RY



Inspection date	15 February 2017
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

- Leaders enthuse about their ambitions and have high expectations of staff's teaching and children's outcomes. They have worked hard since the pre-school opened to deliver high standards of teaching and care for children.
- Staff's professional development has a positive impact on children's outcomes. They use their knowledge and skills, in order to help close gaps in children's communication and language and development. Staff have also used ideas from training to create an outdoor environment that children are interested in.
- Leaders carefully monitor all aspects of children's learning. This helps to ensure the activities staff provide are varied and promote all areas of children's development. Individual children's learning is tracked and those who are not making the expected progress are identified swiftly. They receive additional support to help them catch up.
- Staff use additional funding for children effectively. They invest in resources to help children identify and manage their emotions. As a result, children are able to manage difficulties that occur and work with other children to solve problems.
- The quality of teaching is strong and occasionally outstanding. Staff are extremely enthusiastic and provide a stimulating environment that children thrive in.

It is not yet outstanding because:

- Staff do not make the strongest possible links with parents and other settings children attend to enable them to share information about children's learning.
- On occasion, younger boys' interest is not sustained during group times.

What the setting needs to do to improve further

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

- build stronger links with parents to gather more information about what children can do at home when they first start attending
- strengthen partnerships with other settings children attend to promote a greater shared approach to supporting children's learning
- improve the planning for group times so that younger boys' interest is maintained.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy headteacher.
- The inspector held meetings with the headteacher, deputy headteacher, pre-school teacher, school business manager and extended services manager. He discussed self-evaluation, and looked at relevant documentation 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.
- The inspector was shown around the pre-school, garden and areas of the school used by the pre-school children.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders regularly update staff on new safeguarding legislation and provide training on the signs of abuse. As a result, all staff know how to report concerns about the welfare of children. Leaders are embedding performance management systems, in order to identify all staff's training needs and ways to improve their teaching further. Staff benefit from regular support from senior leaders, who are excellent role models. Senior leaders coach and mentor staff to help them refine their teaching. For example, the deputy headteacher has helped staff to develop their teaching of sounds and letters.

Quality of teaching, learning and assessment is good

Staff adapt their teaching of different groups of children based on children's stages of development. For example, during phonics time, younger children use chalk to draw letters on the floor outside, to develop their early writing skills. Older children and most-able children are supported by staff to refine their early writing skills and formation of letters. They make letters out of dough, use paint and a brush to paint letters and hold a pencil using a pincer grip to write letters. Staff support children to pronounce letter sounds correctly to develop children's speaking skills. Some children are challenged to consider which words begin with the same letter sound, such as 'v' for vet and voting. They confidently stand on the stage to pronounce each letter sound and then blend the sounds together to form each word. Staff invite parents to attend events, such as craft sessions in the pre-school. This helps parents to see their children's learning, and encourages them to continue this at home. Parents receive an abundance of information about children's progress.

Personal development, behaviour and welfare are good

Children have secure relationships with staff and involve them in their play, such as when they hunt for frogs outside. Children are independent and do things for themselves with ease, including serving their own snack. Their behaviour is very good and they follow the rules, for instance, using walking feet inside. They have good manners, such as eating with their mouths closed at mealtimes. The arrangements for when children move on to school are excellent and their move into the Reception class is seamless. As children get ready to start school they enjoy going for lunch in the school hall. This helps them to be emotionally prepared for the move. Staff encourage children to follow healthy lifestyles. Children are active, get fresh air, exercise outside and eat nutritious snacks.

Outcomes for children are good

All children make good progress and are well prepared for school, including those who are in receipt of additional funding. Children are creative. They recall a visit from a vet as they look after the toy animals. Children practise their early writing skills when writing prescriptions for the animals' medication. Children make good progress in their mathematical development. They solve problems as they follow clues to recognise hidden numbers outside.

Setting details

Unique reference number	EY488500
Local authority	Cheshire East
Inspection number	1026606
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Rode Heath Pre School Committee
Registered person unique reference number	RP909682
Date of previous inspection	Not applicable
Telephone number	01270 685320

Rode Heath Pre-School was registered in 2015. The pre-school employs seven members of childcare staff, including the headteacher and deputy headteacher. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and four with qualified teacher status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education funding for three- and four-year-old children.

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