

# Runwell Village Preschool

Runwell Village Hall, Church End Lane, WICKFORD, Essex, SS11 7JE



## Inspection date

7 March 2017

Previous inspection date

20 September 2012

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

- Partnerships with parents are successful in helping children to be emotionally secure when they first start. Staff make good use of the learning journals to share information about children's ongoing learning.
- The good use of the spacious environment by staff enriches teaching and learning, particularly the large indoor hall which can also be used for soft play and physical games.
- There are strong links with staff at the local schools. Information about children's learning is passed to their new teachers when they move on to the next stage in their learning.
- The manager has a very good relationship with the committee. She is clear about providing high quality care and learning for children. The quality of teaching is consistently strong and this results in children making good progress.
- Children behave very well. They share and take turns, cooperating with others. They are particularly helpful with friends who may need additional support.

### It is not yet outstanding because:

- Staff do not always provide a broad range of experiences for children to find out about and develop their understanding of different communities, customs and faiths.
- The new assessment process is not yet fully embedded in the work of the pre-school to support groups of children to make the best possible progress.

## What the setting needs to do to improve further

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

- provide children with a greater variety of opportunities to learn about different people and their communities beyond their everyday experiences
- continue to refine the system for assessing children's learning, so that it gives a clear picture of the achievements made by specific groups of children, in order to support them to make the best possible progress.

### Inspection activities

- The inspector observed activities in the indoor play area and in the outdoor play space. She conducted a joint observation with the manager and discussed the practice.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the committee members of the pre-school.
- The inspector took account of the views of parents spoken to on the day of the inspection and their written comments.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare. She checked evidence of the suitability for staff and the committee, and discussed the self-evaluation process with the manager.

### Inspector

Sandra Teacher

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the possible signs of abuse. Children play in a safe and secure environment indoors and outdoors. Supervision meetings are beneficial in supporting staff to reflect on their practice and identify training opportunities. Recent training has helped them to improve their knowledge of supporting children's communication and language skills, particularly for those children who have special educational needs. The manager and staff have improved the areas that were recommended in the previous inspection. For example, there are book-rich corners and a creative art trolley for children to make choices in their learning. Parents speak very positively about the pre-school staff and the experiences their children enjoy.

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

Staff use observations and assessments well to help them identify where individual children need extra support. Staff play alongside children and ask them a good range of questions, helping them to develop good problem-solving skills. They enable children to lead their play and develop their imagination. For example, children role play at the hairdressers and style and comb the hair on the models. Following on from the interests of one of their favourite stories, children make gingerbread men. Older and most able children experiment with resources to develop their understanding of weight and measure. Staff encourage them to put toy bears into bowls on weighing scales. They watch carefully as the bowls move up and down, depending on how many they put in.

### Personal development, behaviour and welfare are good

Staff provide a good range of healthy snacks and discuss with the children how to develop a better understanding of good eating habits. Mealtimes are social occasions where staff sit with children and talk about their family life and interests. This is one of the ways staff help children to develop their social skills in preparation for their move on to school. Opportunities for children to develop their independence are good. For example, they confidently pour out their drinks and initiate 'tidy-up time'. Children enjoy daily opportunities for fresh air. Despite the restrictions of using the outside area, the children independently choose to put out building blocks, jumping and balancing in a variety of ways. Older children support and guide their younger friends.

### Outcomes for children are good

Children are motivated and enthusiastic to play with the stimulating and wide range of resources. They thoroughly enjoy playing with cinnamon play dough, making cakes and playing cooperatively with their friends. Older children make good progress in their literacy and speaking skills. They sing songs that help to remind them of the letters of the alphabet and how to count in order. Younger children are beginning to recognise the letters in their name as they choose their name card when they arrive. The older and most able children can write their own names correctly. They are confident at learning letters and linking these to the correct sounds that they make.

## Setting details

<b>Unique reference number</b>	EY445639
<b>Local authority</b>	Essex
<b>Inspection number</b>	1060155
<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 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Runwell Village Pre-School
<b>Registered person unique reference number</b>	RP910568
<b>Date of previous inspection</b>	20 September 2012
<b>Telephone number</b>	01268768748

Runwell Village Preschool first registered in 1968. They re-registered in 2012. The management committee employ nine members of childcare staff. They all hold appropriate early years qualifications at level 3. The pre-school is open Tuesday to Friday, during term time. Sessions are from 9am until midday with a lunch club operating on Tuesday, Thursday and Friday from midday until 1pm. In addition, there is an afternoon session each Tuesday and Thursday from 1pm until 4pm. The pre-school provides funded early education for three- and four-year-old children.

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