

Rising Fives Pre School

Fairclose, Wells Lane, Whitchurch, Hampshire, RG28 7FG



Inspection date

6 April 2017

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is a highly qualified and experienced early years teacher with enormous energy, drive and skill in raising the quality of all areas of the pre-school. She is extremely well supported by a dynamic and effective parent committee and high calibre staff who provide every child with the very best start in life.
- Staff are vigilant and are carefully deployed to assure children's constant safety and supervision. For example, they follow stringent risk assessments to ensure they store small equipment safely and minimize the possibility of accidents across the premises. High ratios of staff to children support toddlers and outings into the community.
- Staff develop exemplary partnerships with parents and an extensive range of other professionals to create a highly successful, joined-up approach to supporting children's learning. Together, they help to ensure that all children make the best possible progress and are extremely well prepared for school.
- Staff are highly responsive to the needs of each child, and children thrive in their care. Children behave extremely well, and they rapidly grow in confidence and independence.
- Children thoroughly enjoy exploring and investigating. They are curious to try out new activities and quickly engage in new and diverse learning opportunities.
- Parents are highly delighted with the outstanding quality of the learning experiences and exemplary care that their children receive. They speak very highly of the staff.

What the setting needs to do to improve further

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

- extend children's confidence further in using mathematical language in their play and as they solve problems.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare, with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.
- The inspector spoke with the manager, the chairperson of the parent committee and staff about the impact of their practice on raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager makes thorough evaluations of pre-school practice and swiftly uses them to make improvements to raise outcomes for children and inspire higher quality teaching. She draws on her own extensive expertise, consults widely and supports staff to make each new initiative successful. For example, extensive planning, preparation and staff training preceded the highly successful inclusion of two-year-olds. A clear focus on expanding staff knowledge and skills in special educational needs is also beneficial. Staff provide earlier interventions and more targeted support to rapidly address delays in children's learning. Excellent partnerships with parents underpin children's achievements. Safeguarding is effective. The manager ensures all staff know how to identify and contact the appropriate agencies if they have any concerns about a child's welfare or protection.

Quality of teaching, learning and assessment is outstanding

The manager meticulously monitors the progress of each child. She guides staff as they identify children's individual strengths and needs and continually challenge children to learn. For example, staff teach high achievers extremely well to help them make further gains in literacy and mathematics. However, some staff are less confident in using mathematical language to fully enhance every child's understanding; for instance, as they play and experiment. Recent improvements are extensive to meet children's needs. These include an effective reduction in background noise levels to create calm environments where children learn to listen intently and learn new language rapidly. Children gain confidence as successful communicators and develop clearer speech.

Personal development, behaviour and welfare are outstanding

Staff work exceptionally well with parents to support children's emotional well-being, for instance, during significant changes and life events, and to establish healthy eating habits. Staff often walk children into the local village, where children are curious to experience the diversity of their community first hand. For example, children learn more about different foods, faiths and festivals, and try out serving people in the charity shop. Staff are very skilled in teaching children how to manage roads and new play areas safely. Children rapidly gain confidence as they master new skills.

Outcomes for children are outstanding

Children with delayed starts and poor language skills make excellent levels of progress from their starting points. Older children are extremely well prepared for school. For example, they contribute their ideas to discussions and listen respectfully to build on the ideas of their friends. Children learn to use an extensive range of tools for different purposes with increasing levels of independence. For example, they use recipes, funnels and timers, and write name labels for their baking.

Setting details

Unique reference number	507850
Local authority	Hampshire
Inspection number	1091136
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Rising Fives Pre-School Group Committee
Registered person unique reference number	RP907754
Date of previous inspection	13 May 2015
Telephone number	01256 893708

Rising Fives Pre School re-registered in 1974. The pre-school is a committee-run group which is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open each weekday, during school term times, from 9.15am until 3.15pm. This is with the exception of Wednesdays, when the pre-school is open from 9.15pm until 12.45pm. There are eight staff, six of whom hold appropriate qualifications at level 3 or above. The manager is a qualified early years teacher.

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