

# Radwinter Pre School

The Village Hall, Hempstead Village Hall, Hempstead, Essex, CB10 2PD



## Inspection date

22 May 2017

Previous inspection date

24 February 2015

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

- Assessment for learning is carried out well. Pertinent observations enable staff to plan good learning opportunities that help children to explore activities designed to complement their individual interests and learning styles.
- Good attention is given to promoting children's health and well-being. Daily opportunities enable them to enjoy fresh air while developing a range of physical and critical-thinking skills. Children revel in interesting activities, including woodland adventures and yoga.
- The manager, staff and committee listen to parents and children when reflecting on and developing practice. For example, recent research resulted in the pre-school opening hours being extended. Together, the management team and staff continuously improve the service they provide to meet the changing childcare needs of families.
- Children acquire the skills they need for their eventual move on to school. This includes self-help skills and the confidence to make their needs known.

### It is not yet outstanding because:

- The current monitoring of staff development is not consistently robust enough to precisely identify the impact staff training has on child development.
- Staff do not always make the best possible use of their relationships with parents to learn about children's continuing progress at home.

## What the setting needs to do to improve further

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

- monitor the impact of training and development opportunities to further enhance teaching skills, in order to promote teaching and learning to the highest level
- strengthen partnerships with parents to develop even more effective ways of sharing ongoing information about children's achievements at home.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector also discussed with the manager how they reflect on their practice.
- The inspector took account of the views of parents through discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

The procedures for safeguarding are effective. The manager and staff are vigilant about protecting children's welfare. They have completed relevant training and understand how to record and report a concern relating to child protection. All staff are alert to discrimination. They encourage children to explore each other's similarities and differences and help them to learn about being tolerant of others. The manager monitors how staff work with children, in order to support their professional development. The whole team reflects on children's progress as well as their day-to-day well-being. Children are supported to make good progress. Where gaps in learning are identified, staff work closely with parents and other agencies to minimise or close these wherever possible.

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

The manager and staff provide a varied curriculum that promotes children's motivation, encouraging them to investigate and make discoveries for themselves. Children enjoy examining how to make bigger bubbles or what they can use to make water turn red. They engage in conversations with each other and staff, politely taking turns to listen and speak. Staff monitor progress and create learning journals that are shared with parents, helping them to keep up to date with the different skills their children are developing while attending the pre-school. Staff use a good range of teaching strategies, such as asking probing questions that encourage children to think about why, what and how things happen. For example, when painting water onto the sunny playground, children observe how the sun dries this up over time. Planting and growing provide opportunities for children to learn about life cycles and where some foods come from. Children become competent, independent learners.

### Personal development, behaviour and welfare are good

Children enjoy opportunities to celebrate special events, such as their birthday. Staff use these opportunities to promote everyday learning, including how children can keep themselves safe. For example, while taking part in birthday celebrations, children learn, through discussion, about the dangers of playing with matches. Opportunities for children to explore their emotions are good. Staff use traditional stories and various props to help them think about how they feel in different situations. Behaviour is good, the children follow the staff's example and guidance, learning to share, take turns and show consideration to others.

### Outcomes for children are good

Children make good progress from their starting points. They develop skills that help them share their views, ask questions and manage physical tasks independently. Children have fun and participate in a good range of learning opportunities inside and outside.

## Setting details

<b>Unique reference number</b>	402986
<b>Local authority</b>	Essex
<b>Inspection number</b>	1091017
<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>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Radwinter Pre-School
<b>Registered person unique reference number</b>	RP523724
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	01799 599 797

Radwinter Pre School registered in 1979. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and level 4. The pre-school opens on Monday, Tuesday, Wednesday and Thursday during term time. Sessions are from 9.15am until 3pm on Monday and Thursday, and from 9.15am until 1pm on Tuesday and Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

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