

Our Lady of Ransom Preschool

Pope John Paul Hall, London Road, Rayleigh, Essex, SS6 9DT



Inspection date

12 July 2017

Previous inspection date

22 April 2014

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

- The well-qualified manager, staff and committee members are dedicated to providing the best possible provision for children. They accurately evaluate the provision and identify well-targeted action plans to help drive continual improvements.
- Children make good progress and develop the skills they need for future learning. They are happy, confident and eager to learn new things. Staff plan interesting experiences that are in tune with children's interests, needs and capabilities.
- Staff are sensitive and calm role models. They set good examples and help children develop important social skills, including showing kindness and respect for others.
- Partnerships with parents are good. Staff keep parents updated about all aspects of their children's care and learning. They suggest ideas to help parents support their children's learning at home. Parents speak highly of the caring staff team.
- The pre-school has close links with the local primary schools. This helps to ensure a smooth transfer when the time comes for children to start full-time education.

It is not yet outstanding because:

- On occasions, during larger group activities, staff do not make the most of opportunities to ensure all children are fully involved and engaged.
- Although assessment of individual children is good, the manager has not yet established a successful system to review the progress of different groups of children.
- Staff do not consistently share information about children's learning and development with providers at the other early years settings children also attend.

What the setting needs to do to improve further

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

- enhance opportunities for children to remain involved and engaged during larger group activities
- build further on arrangements for comparing the progress made by different groups of children, and check that all receive the support they need to help them achieve at the highest possible levels
- strengthen partnership working with other settings that children attend, so that information is shared to gain a broader picture of children's learning, on which to build upon.

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 carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written responses to surveys organised by the pre-school.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete training to ensure they understand their child protection responsibilities. They know who to contact should they have concerns about a child's welfare. Robust recruitment and induction procedures are implemented and help to ensure that staff are carefully checked and vetted. Staff qualifications, regular supervision meetings and further training opportunities contribute to the overall good teaching and positive care practice. Staff carry out safety checks on all parts of the premises, toys and equipment. They are also vigilant about the security of the children and are deployed effectively. This helps to ensure all children remain within sight and hearing and are kept safe.

Quality of teaching, learning and assessment is good

The staff team demonstrates a good understanding of how children learn and develop. Staff assess children's progress regularly. They plan for each child's possible lines of development using observations and information they gain from parents. Children's communication and language skills are developing well, including those whose starting points are lower. Staff speak clearly and repeat familiar phrases to help encourage the speech development of the youngest children. They teach them new songs and ask questions to help foster children's thinking skills. Children confidently talk about events at home. They discuss interests, such as the solar system and favourite story characters.

Personal development, behaviour and welfare are good

Staff are sensitive in the way they support new children joining the pre-school. They offer cuddles to newer children who find it harder to settle. Parents provide information to allow key persons to offer personalised care routines, helping children feel content and safe. Expectations of behaviour are clear. Children learn that it is safer to walk indoors rather than run. They know to say 'thank you' when they share and take turns with toys. Staff effectively promote children's physical well-being. They challenge them to exercise and use their energy. For example, they engage them in running, hopping and jumping as they play outdoors. Staff talk to children about how to look after themselves. They ensure children follow good hygiene routines and eat healthy snacks. Children are keen to demonstrate new skills, for example, they pour drinks, peel fruit and spread toppings on to crackers.

Outcomes for children are good

Children make good progress from the time they start at pre-school. They are independent, decide on what they want to do and quickly become engrossed in their chosen activities. Children confidently share their ideas and opinions. They enjoy counting and solving problems. Children have many opportunities to develop their understanding of early reading and writing. They learn to recognise sounds and letters and use pencils and chalk to record notes. Children enjoy activities that prepare them with the skills they need for starting school.

Setting details

Unique reference number	203840
Local authority	Essex
Inspection number	1087620
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	35
Number of children on roll	62
Name of registered person	Our Lady of Ransom Pre School Committee
Registered person unique reference number	RP900887
Date of previous inspection	22 April 2014
Telephone number	01268 780050

Our Lady of Ransom Preschool registered in 1993 and is run by a committee. The pre-school employs 14 members of childcare staff. Of these, 11 staff hold an appropriate early years qualification at level 3 and the manager holds a degree at level 6. The pre-school also employs an administrator. The pre-school opens on Monday, Tuesday, Wednesday and Friday, during school term times. Opening times are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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