

# Randlay Roundabouts Pre-School



Randlay Community Centre, Randlay, Telford, Shropshire, TF3 2LR

## Inspection date

14 November 2017

Previous inspection date

24 March 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

- Staff work closely with parents and other professionals to identify and meet children's individual needs. Parents compliment staff on the close relationships they have with the children.
- Staff skilfully provide activities based on children's current interests. Children enter pre-school confident and happy. They quickly become engaged in the inviting and readily available resources.
- Children in receipt of additional funding make significant progress, and gaps in attainment close rapidly. Staff use additional funding effectively to help provide extra support and resources, to benefit children's individual learning and development.
- Children develop good skills in literacy. They develop a love of books and thoroughly enjoy favourite stories and rhymes. Staff help children to learn new letters and symbols, and children learn to give meaning to the marks they make.

### It is not yet outstanding because:

- The systems in place to support staff's ongoing professional development are not yet rigorous enough to raise the quality of their teaching to an exemplary level.
- Staff focus less sharply on supporting children who speak English as an additional language to develop and use their home language more in their play and learning.

## What the setting needs to do to improve further

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

- strengthen the support offered to staff to help promote their professional development and raise the quality of their teaching
- enhance support given to children who are learning to speak English as an additional language, to develop and use their home language more in their play and learning.

### 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 with the manager.
- The inspector spoke to children at appropriate times. She looked at relevant documentation and checked the suitability of staff and committee members.
- The inspector spoke to parents and took account of their views.

### Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the possible signs of abuse and where to refer any concerns they may have about a child in their care. Procedures for the recruitment, vetting and induction of staff and committee members are robust. Staff are vigilant about the safety and security of the children. The manager reviews risk assessments to identify and maintain children's safety at all times. Staff keep a clear record of any accidents as they occur and share these fully with parents and Ofsted, where necessary. Staff effectively monitor the progress of groups and individual children. This helps to give them a clear view of the children's strengths and areas for development. Staff share information regularly with the other early years settings that children attend. They use this information to provide children with good levels of consistency in their learning.

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

Staff use their observations well to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. When children's starting points are below typical levels, staff's assessments and subsequent interventions are making a difference. Staff skilfully join in with children's play, supporting their communication and physical development, such as when exploring dough. They encourage children to use their imagination as they explore the texture of the dough. Children learn to use a variety of tools to mould and make different shapes and objects. Staff effectively promote good early mathematical skills to support children's learning. They help children to successfully count and compare when following patterns with 'compare bears' to help them learn simple mathematical concepts.

### Personal development, behaviour and welfare are good

Staff organise settling-in sessions well to meet each child's individual needs. They spend time gradually introducing children into the pre-school. All children behave well and show kindness towards each other. Children understand the use of the sand timer on favourite activities. Consequently, they take turns with toys and learn to value and respect their friends. Staff successfully promote children's health and physical development. Children learn about personal hygiene procedures, such as through routine tasks. They wash their hands before snack, and staff support them to wipe their nose and to use the toilet independently. Staff provide daily opportunities to be outdoors, including weekly yoga sessions, to help children learn about moving and stretching their bodies in different ways.

### Outcomes for children are good

All children, including those who are in receipt of funded education, are making good progress in their learning and development in readiness for school. They engage wholeheartedly in activities with imagination and energy. Children eagerly explore numbers, name colours and identify different shapes and objects as they play. They understand that print carries meaning as they self-register.

## Setting details

<b>Unique reference number</b>	EY442287
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1088132
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Randlay Roundabouts Pre-School Committee
<b>Registered person unique reference number</b>	RP527878
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	07851782005

Randlay Roundabouts Pre-School registered in 2012. It operates from Randlay Community centre in Telford and is a committee-led group. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including one at level 5, one at level 1 and three at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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