

# Reepham Pre school

Methodist Church School Room, High Street, Reepham, Lincoln, Lincolnshire, LN3 4DP



## Inspection date

Previous inspection date

13 December 2017

29 September 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 quality of teaching is good. The staff are well qualified and understand how to help children learn and make good progress. Staff provide an inviting variety of age-appropriate activities to interest children.
- The friendly staff team is sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy. Children engage in the learning opportunities with confidence.
- Children behave well. They understand the rules and boundaries in place. Staff consistently praise children, helping to promote their confidence and self-esteem.
- Partnerships with parents are very effective. There is regular information sharing and communication between staff and parents to ensure children's care and learning needs are met. Parents speak very highly of the pre-school provision and the quality of care given to their children.
- Children's assessment information is analysed well by the manager. This helps to identify where children may require additional help to support their individual needs. Additional funding is used purposefully to narrow any gaps in children's learning.

### It is not yet outstanding because:

- Staff do not give the same consideration to thoughtful planning of the outdoor environment as they do inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.
- The programme of professional development is not yet sharply targeted to enable staff to improve their practice and knowledge to the highest possible level.

## What the setting needs to do to improve further

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

- strengthen the planning for activities in the outdoor environment to help children who prefer to learn outside have the same level of stimulating experiences as provided indoors
- target opportunities for staff to improve their practice and knowledge, to help take the quality of teaching to the highest level.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sharon Waterfall

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff implement effective policies and procedures to keep children safe from harm. They are vigilant and know what to do should they have any concerns about a child's welfare. Staff supervise children well, ensuring there are always enough staff on duty during the time children play outdoors. The partnerships with children's families are very good. Staff work closely with parents and other professionals to ensure children receive appropriate support and are fully included. The relationship with the local school is extremely strong and children move on very confidently. The manager and staff monitor children's assessments well to identify any emerging gaps in children's progress, and address these quickly. Staff attend training that supports children's welfare, such as safeguarding and first aid.

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

Staff have a secure understanding of children's levels of development and plan effectively to support their ongoing progress. They provide an interesting range of activities linked to children's interests so that they are motivated to learn. Staff enhance children's creativity by encouraging them to be imaginative. Children enjoy using their imagination as they play with small world and role-play toys. They eagerly join in with stories and songs with staff. This helps to develop their communication and language skills. Children listen and respond well to instructions. They develop their small-muscle skills in a variety of ways. Children enjoy using art materials and paint to make pictures, helping them to develop early writing skills.

### Personal development, behaviour and welfare are good

Staff act as good role models and support children to respect one another. For instance, children independently use timers to take turns, listen to one another and share out resources. They behave well, develop good social skills and build strong friendships. Staff teach children about diversity in their community and the wider world. For instance, they join in with local celebrations and learn about the differing cultures of their peers. Staff ensure children receive daily physical challenges that help support their physical well-being. Children learn about healthy eating through discussion during their snack.

### Outcomes for children are good

Children are active and confident learners. They make decisions in their learning and demonstrate individual interests which are nurtured by staff. Children show independence appropriate for their age, such as self-care skills and carrying out small tasks. They develop good mathematical knowledge and learn to recognise, match and write numerals as they play. They consider the size and shape of items and the quantities of water they need while playing. Older children are beginning to write their names and are learning the sounds that letters represent to begin early reading. Children progress well overall and acquire skills they need for the next stage of their learning, including school.

## Setting details

|  |                              |
|--|------------------------------|
| <b>Unique reference number</b>                   | EY292508                     |
| <b>Local authority</b>                           | Lincolnshire                 |
| <b>Inspection number</b>                         | 1104241                      |
| <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 - 4                        |
| <b>Total number of places</b>                    | 18                           |
| <b>Number of children on roll</b>                | 31                           |
| <b>Name of registered person</b>                 | Reepham Pre School Committee |
| <b>Registered person unique reference number</b> | RP524875                     |
| <b>Date of previous inspection</b>               | 29 September 2014            |
| <b>Telephone number</b>                          | 07837 691 151                |

Reepham Pre school was registered in 2004. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including the manager, who holds level 5. The pre-school opens from 9am until 3.15pm on a Monday and 8am until 3.15pm on Tuesday, Wednesday and Thursday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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