

Red Robin Pre-School

Gravel Hole Methodist Church, Castleton Road, Royton, OLDHAM, OL2 6UP



Inspection date	7 March 2018
Previous inspection date	30 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 manager is enthusiastic and ambitious. She uses her knowledge and experience to create a safe and stimulating environment that captures children's enthusiasm. Staff build on children's interests well to engage them in meaningful learning.
- Staff make regular observations and assessments of children's individual development. They use these effectively to plan next steps to quickly close gaps in learning.
- Strong partnerships with parents and other professionals help to provide continuity in children's care and learning. Managers are confident to seek support for children when required, in order to promote their welfare and their development.
- Staff provide a wide range of indoor and outdoor activities. Children make choices about their play and try out their own ideas. They are happy and play cooperatively.
- Staff use information gathered from parents during admission to tailor provision to meet children's individual needs. Children are settled and well supported by caring staff.
- Managers have recently implemented new procedures to strengthen the monitoring of children's learning and staff's performance. Staff supervision now informs a programme of professional development. This helps to drive forward continuous improvement.

It is not yet outstanding because:

- Occasionally during group activities, staff do not always take into account the different levels of development of children taking part to fully maximise their learning.
- Sometimes during care routines, the key-person system is not used to very best effect to maximise children's emotional security and extend their personal development.

What the setting needs to do to improve further

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

- take more account of the different ages of children when planning group activities to enable staff to provide maximum challenge and support children's full engagement
- support children's individual care routines more effectively to provide maximum levels of continuity to help promote their emotional security to very best effect and to extend their personal development.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning. A joint observation was carried out with the manager.
- The inspector held a meeting with the manager and the deputy manager and kept them well informed through regular discussions throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, staff's training records, parental questionnaires and self-evaluation.
- The inspector considered evidence of suitability checks for all staff working in the pre-school.
- The inspector held discussions with staff and children throughout the inspection. She spoke to a number of parents and took account of their views.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Recruitment and induction procedures are robust. The manager monitors the ongoing suitability of all staff. Managers and staff have a clear understanding of potential signs and symptoms of abuse. They know the correct procedures to follow to support children's welfare. All staff hold a current paediatric first-aid qualification. Risk assessments are effective and help to maintain a safe environment for children. Managers seek the views of parents, staff, children and local authority advisers to inform their detailed self-evaluation. They track the learning of different groups of children and work alongside staff, offering guidance to enhance the quality of teaching. Parents' comments are very positive about the quality of the provision.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff provide a wealth of learning opportunities for children. They play alongside them, asking questions to support their thinking skills. For example, children reflect on why magnets will pick up certain objects and not others. Staff support children's language development and their literacy skills well. For example, children delight as they take part in an outdoor 'bear hunt' obstacle course. Staff leave gaps as they read the story and children enthusiastically help to tell the tale. Children sing familiar rhymes and listen carefully to distinguish different sounds. They use their imaginations as they play hairdressers, creating their own role play. Children enjoy recording their own voices, supporting their technology skills.

Personal development, behaviour and welfare are good

Staff have high expectations of children and promote positive behaviour. They use explanations well to support children's understanding. Staff encourage children to share resources and to use good manners. Children share good, supportive relationships with staff and demonstrate a sense of belonging. Staff use praise and encouragement effectively and foster children's independence well. For example, they chop up bananas for a snack and pour their own drinks. Staff help children to learn about healthy lifestyles. For example, they grow and harvest vegetables, cooking some at pre-school and some at home. This helps to provide continuity for children. Their physical development is well promoted. For example, they climb and balance on outdoor equipment. This contributes to them taking risks in their play and exercising in the fresh air.

Outcomes for children are good

All children make good progress in their learning. They gain confidence in their abilities and are well motivated. Older children's self-care skills are well promoted. They count as they play and recognise simple and complex shapes, supporting their mathematical development. Children enjoy making vertical, horizontal and circular marks with chalk and water. This contributes to promoting their emergent writing skills. Children use tools and enjoy creating artwork. They listen carefully to staff and follow instructions. Staff help children to acquire skills to support them in their future learning.

Setting details

Unique reference number	EY452935
Local authority	Oldham
Inspection number	1102439
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	28
Number of children on roll	32
Name of registered person	Gravel Hole Methodist Church Committee
Registered person unique reference number	RP901894
Date of previous inspection	30 April 2014
Telephone number	07884 165351 or 0161 652 9326

Red Robin Pre-School registered again in 2012. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 4. The pre-school opens Monday to Friday term time. Sessions are from 9am until 3pm. It provides funded early education for two-, three- and four-year-old children.

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