

# Rush Green Preschool

Rush Green Community Association, Rush Green Road, Romford, RM7 0LB



## Inspection date

7 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and staff respond quickly to children's emerging needs helping them to make good progress. Staff establish effective relationships with other professionals to obtain extra support for children who need it, which supports them in reaching their potential.
- Staff involve parents in their children's learning. They offer suggestions of ways parents can support learning at home and talk to them about their child's individual needs.
- Children enjoy caring, warm and affectionate relationships with staff. Children have a positive sense of well-being and they are confident and independent.
- Staff create a stimulating and varied learning environment that contributes greatly to supporting children's learning and development, both indoors and outdoors.
- Children who speak English as an additional language gain the skills they need to communicate effectively with staff and their friends.
- The manager models good practice. She is always available to staff for support and guidance. Staff morale is good, they feel both valued and supported.

### It is not yet outstanding because:

- Overall, the manager tracks children's progress well. However, at times, there is inconsistency in the way some staff gather and use information about children's starting points.
- On occasions, children do not have enough time to respond to questions and solve problems before the eager staff intervene.

## What the setting needs to do to improve further

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

- monitor the consistency of how staff gather and use information about children's starting points for learning
- help children to make the most of their learning and solve problems by themselves.

### Inspection activities

- The inspector talked with parents, the manager who is also the provider, staff and the children at appropriate times during the inspection.
- The inspector observed the staff interactions with children during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager about policies and procedures, and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand safeguarding procedures and know to report any concerns immediately. They are alert to any signs that children may be at risk of extreme views and behaviours. The manager carries out supervisory meetings to help identify staff professional development needs and improve teaching. She recognises that the quality of her workforce has improved as staff have completed higher-level training. Children benefit through better-quality learning opportunities. Effective self-evaluation helps the manager and staff to consider the best ways to create, maintain and improve the quality of the provision. Good use is made of an in-depth quality assurance programme to help identify and tackle weaknesses in the provision.

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

Staff know the children well and plan effectively to help them progress in their learning. They support their physical development well. For example, children tackle a range of levels and surfaces, including flat and hilly ground, with ease. They confidently use different tools to mould dough and sand. Staff effectively support children to develop their literacy skills, children show that the marks they make have meaning. Additionally, children link sounds to letters, and name and sound the letters of the alphabet. Children select and recognise their names during self-registration. They listen and join in stories, and are beginning to be aware of the way stories are structured.

### Personal development, behaviour and welfare are good

Children flourish in the stimulating environment. Staff act as good role models. They help children to practise good hygiene routines and, as a result, children manage their self-care needs well. Staff support children to feel good about themselves and help build their self-esteem. For example, differences and similarities in people are celebrated so that children receive positive messages, helping them to value others. Mealtimes are used as an opportunity to talk to children about healthy eating, helping children develop good eating habits. Water is easily accessible for all children, and they are encouraged to develop their awareness of what to do when they are thirsty.

### Outcomes for children are good

Children are well prepared for their next stage in learning, including their move on to school. They initiate conversations, play together, and share experiences. Children demonstrate friendly behaviour and form good relationships. They make investigations of the natural world, as they 'dig' and 'plant' outdoors. Children express their ideas and thoughts, and share their current interest of space travel. They construct with a purpose in mind using a variety of resources to make space rockets.

## Setting details

<b>Unique reference number</b>	EY501153
<b>Local authority</b>	Havering
<b>Inspection number</b>	1052574
<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>	30
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Rush Green Preschool Ltd
<b>Registered person unique reference number</b>	RP911010
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07887537115

Rush Green Preschool registered in 2016. It operates from Rush Green Community Association in Romford, in the London Borough of Havering. The setting receives funding to provide free early education to children aged two, three and four years. The setting operates Monday to Friday from 9.15am to 12.15pm and Monday to Wednesday from 12.45pm to 3.45pm, during term time only. The pre-school employs seven staff, six of whom hold appropriate early years qualifications.

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