

# Raysfield Pre-school Playgroup

Dodington Parish Hall, Finch Road, Chipping Sodbury, BRISTOL, BS37 6JZ



## Inspection date

14 June 2018

## Previous inspection date

15 July 2015

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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The highly motivated new manager and the well-qualified staff evaluate the provision very well and make changes to benefit children. For example, they have created a stimulating outdoor environment where children enjoy taking part in challenging activities, such as woodwork and negotiating obstacle courses.
- The manager and staff are outstanding role models, who provide exceptional support to help children develop excellent social skills. For example, they teach children to listen carefully to each other and consider other people's interests during conversations.
- Staff provide a wide range of interesting experiences that supports children's development well. Staff interact well with children, seizing opportunities to extend their understandings. For example, staff encourage children to make predictions when mixing paints and warming ice cubes. All children make good progress.
- The manager and staff work successfully with other professionals to provide prompt support to help children who have special educational needs to make strong progress.

### It is not yet outstanding because:

- Staff do not consistently make the best use of assessments of children's learning to target teaching as precisely as possible, in particular, to support children to build on their talents and achieve excellence in their strongest areas of learning.
- Staff have not developed partnerships with parents and other settings as well as possible to help provide the highest levels of continuity in children's care and learning.

## What the setting needs to do to improve further

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

- make the best use of children's assessments to target teaching even more precisely on supporting children to build on their talents and make outstanding progress
- build on the good partnerships with parents and other settings children attend to promote a consistent two-way flow of information.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outside and assessed the impact on children's learning.
- The inspector held a meeting with the manager and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to during the inspection and parents' written views.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including the setting's self-evaluation, risk assessments, suitability records and assessment information.

### Inspector

Sarah Peacock

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has a secure understanding of her role in keeping children safe from harm. Staff have good knowledge of safeguarding issues and they know how to identify and report any concerns. The manager follows robust procedures to recruit members of staff safely and ensure their ongoing suitability for their roles. She uses supervision sessions effectively to coach staff to develop their skills and knowledge further. The manager and staff use professional development opportunities successfully. For example, they have undertaken training in Makaton to help all children to communicate effectively. The manager monitors children's progress and the accuracy of staff's assessments well. The setting forms useful links with local schools.

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

The quality of teaching is good. Staff support children's mathematical development particularly well. For example, they teach children to use mathematical language, compare sizes and count their footsteps in outdoor games. Staff provide plenty of exciting opportunities for children to be creative. For instance, children enjoy taking part in regular drama experiences and they use their imaginations and the wealth of craft materials to turn a cardboard box into a car. Children develop strong physical skills. For example, they use drills and hammers with good levels of skill and accuracy, closely supervised by staff.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. During activities, they listen intently, take turns at answering questions and enjoy contributing their ideas. Children have excellent opportunities to be physically active and develop their coordination. For instance, they thoroughly enjoy the challenge of trying to catch a ball in a cone. Staff support children to develop high levels of confidence and self-esteem using innovative ideas. For example, they notice their successes and award children certificates, such as the 'persevering parrot' certificate to acknowledge when children keep trying. Children learn to keep themselves safe extremely well. For example, they help to check the outside area for any hazards and the weather conditions before they use it for play, and record suggestions of outdoor clothing that the other children need to wear on a board by the cloakroom.

### Outcomes for children are good

Children are successful learners, who gain skills that prepare them well for the next stages in their education and the eventual move to school. They are highly motivated and curious investigators, who persevere until they achieve their aims. For example, children attempt to roll a toy car down a slope made of wooden blocks into a bucket. They move the blocks to change the angle of slope until they succeed. Children enjoy developing their literacy skills. For instance, they use their name cards to copy the letters in their name and then sound them out successfully. All children, including those receiving additional funding, make good progress from their starting points.

## Setting details

<b>Unique reference number</b>	136065
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1127018
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Raysfield Playgroup Committee
<b>Registered person unique reference number</b>	RP907545
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	01454 324688 or 07716820540

Raysfield Pre-school Playgroup registered in 1996. It operates from Dodington Parish Hall, South Gloucestershire. The pre-school is open 9am to 3.30pm from Monday to Friday, during term time only. The pre-school is in receipt of funding to provide early years education for children aged two, three and four years old. The pre-school employs 10 members of staff. The manager and one other staff member hold early years qualifications at level 5 and seven staff hold early years qualifications at level 3.

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