

# Risborough Pre School

Risborough Childrens Centre, Wellington Avenue, Princes Risborough, HP27 9HY



## Inspection date

22 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

- Staff provide children with a very nurturing and supportive environment. The ratio of one member of staff to each child enables them to provide focused support that takes account of the specific needs of each child.
- Staff keep children safe. They are diligent about capturing detailed information about each child's health and medical needs, and follow robust procedures to ensure that each child receives the care that they need.
- Staff plan thoroughly to encourage each child to take part in a range of interesting learning experiences. They are very successful at helping children to approach new activities confidently and positively.
- Leaders ensure that staff attend a wide range of training opportunities. Staff use their improved knowledge well to continue to help children learn and to meet their medical needs.

### It is not yet outstanding because:

- Overall, staff and leaders track children's progress in their physical, social and communication skills well. However, they do not monitor the progress that children are making in all areas of their development.
- Staff do not find out as much as they could about each child's progress at pre-schools or nurseries that they also attend, to target support even more precisely.

## What the setting needs to do to improve further

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

- develop assessment arrangements to ensure that staff build a more-detailed understanding of children's abilities in all aspects of learning
- strengthen partnerships with other childcare providers to identify and plan for any gaps in learning for individual children even more thoroughly.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the service coordinator.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector took account of the views of children and parents.
- The inspector looked at documentation, including policies and children's records.

### Inspector

Sarah Holley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff ensure that the premises are safe. They have a very thorough understanding of their safeguarding responsibilities. All staff know what to do if they have any concerns about a child's welfare. Leaders work together well to review the provision and make ongoing improvements. For example, they regularly review resources to ensure that they are meeting the needs of the children attending. They provide staff with regular feedback on their performance, which helps to maintain the good-quality standards of care and education. Staff take pride in the job that they do. Staff support parents well. For example, they help them to access the services of additional agencies to provide further support for their child's specific needs.

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

Staff use a wide range of skills to help children make progress. For example, they model meaningful play in the 'home corner' by showing children how to make a pretend cup of tea. They encourage children successfully to take part in new experiences. For example, children who are at first anxious to take part in sensory play are reassured by staff, who show them that it can be fun to squeeze foam between their hands. Staff are skilled at helping children to communicate. For example, they use sign language and pictures to help children who have more-limited speech to share their views and understand the routines of the session.

### Personal development, behaviour and welfare are good

Children show that they are happy and settled with the kind and caring staff. They show that they are developing in confidence. For example, when children are nervous to climb and balance, the staff provide all the reassurance and support that they need to 'have a go'. Children beam with pride at what they have achieved. Staff are good role models. They are consistent and calm as they manage more-challenging behaviour. They offer lots of praise and encouragement when children are helpful or kind. Children learn to enjoy and appreciate the benefits of a healthy lifestyle, such as by playing in the fresh air and eating healthy snacks.

### Outcomes for children are good

Children make good progress from their different starting points. They develop a positive view of learning. As the start of school approaches, they learn to follow simple routines and to take part in activities where they need to cooperate with other children. They learn to express their opinions. They develop their early literacy skills. For example, they enjoy listening to stories and songs.

## Setting details

<b>Unique reference number</b>	EY497649
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1039347
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	4 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	Action for Children
<b>Registered person unique reference number</b>	RP901399
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01844 347934

Risborough Pre School registered in 2016. It is situated in Princes Risborough, Buckinghamshire. This short-break service is for children who have special educational needs and/or disabilities. It operates every other Friday, from 1.30pm to 4.30pm, throughout the year. The provider employs four members of staff to work with the children, all of whom hold appropriate qualifications at level 3 or level 2.

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