

Ravenshead Preschool Playgroup

Ravenshead C of E Primary School, Swinton Rise, Ravenshead, Nottingham, NG15
9FS



Inspection date	28 June 2018
Previous inspection date	21 October 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 leadership and management are strong. The manager is ambitious for the success of the pre-school and is committed to her role. Practitioners are dedicated in their roles and work well together as a team. Self-evaluation is accurate and includes the views of practitioners, parents and children.
- Children thoroughly enjoy their time at this friendly, nurturing pre-school. They form positive relationships with both practitioners and other children.
- Children behave very well at the pre-school. Practitioners remind children of the pre-school rules during group times. This helps children to know what is expected of them.
- Practitioners work well with the schools that children move on to. They take children for visits to the school to help them become familiar with the environment.
- Practitioners support children effectively to develop good communication and language skills. For example, they encourage conversations and give children time to think and respond to questions.
- Parents speak very highly of the pre-school and of the caring practitioners.

It is not yet outstanding because:

- Supervision and monitoring of practitioner's practice is not sharply focused enough to identify their individual priorities for their ongoing professional development.
- Practitioners do not always gather information from parents, when children first start, about their children's prior achievements, to plan for their learning from the outset.

What the setting needs to do to improve further

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

- focus more precisely on the performance management of practitioner's practice to further promote the quality of teaching
- use information from parents about their children's prior achievement to help plan more precisely for children's learning from the outset.

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

Inspector
Susan Riley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and practitioners have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. This includes knowing who to contact to raise and follow up concerns. Practitioners carry out thorough risk assessments to ensure the learning environments remain safe. Robust recruitment procedures ensure the suitability of all practitioners working at the pre-school. This promotes children's safety. Practitioners attend a good range of beneficial training to build on their skills and knowledge further. This has had a positive impact on children's learning outcomes. Policies, procedures and risk assessments underpin the smooth management of the pre-school. Practitioners are deployed effectively to ensure that children are supervised at all times. The progress of individual and groups of children is tracked over time and used to inform planning.

Quality of teaching, learning and assessment is good

Practitioners observe and assess children's achievements and plan stimulating activities to support their next steps in learning. For example, children are fascinated by and eagerly explore big blocks of ice with natural resources frozen inside them. Children enjoy role play and use this to learn about the local and wider environment. For example, they visit the flower shop and hand over money as they buy some flowers. Practitioners demonstrate good teaching and interact effectively with children. They provide opportunities for children to develop their mathematical skills. They count backwards from 10 with children when they sing a nursery rhyme.

Personal development, behaviour and welfare are good

Practitioners provide a warm and welcoming, supportive environment for children and their families. This helps children to feel safe, secure and happy in the setting. Children learn about the benefits of following a healthy lifestyle. They have good opportunities to learn about the importance of healthy eating. Mealtimes are social occasions. Children enjoy fresh air and exercise as they learn to balance as they walk along beams. They receive encouragement to become independent and develop self-care skills. Practitioners are positive role models and children are polite and use their manners. Children gain good social skills and build meaningful friendships. For instance, they are happy to share and take turns during activities. Children demonstrate a good understanding of the routine of the day.

Outcomes for children are good

Children make good progress across all areas of learning. They are well prepared for the next stage of their learning, including their move to school. Younger children confidently join in activities and enthusiastically 'have a go' when presented with new activities and resources. Children enjoy making marks, which helps to strengthen their finger muscles in readiness for writing. They use their creative skills as they make models out of clay.

Setting details

Unique reference number	EY380458
Local authority	Nottinghamshire
Inspection number	1104839
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	60
Name of registered person	Ravenshead Pre School Playgroup Committee
Registered person unique reference number	RP911114
Date of previous inspection	21 October 2014
Telephone number	01623 490 707

Ravenshead Preschool Playgroup registered in 2008. It is run by a voluntary committee. The pre-school operates every weekday during school term times. Sessions are from 9am to 11.30am and 12.45pm to 3.15pm, with a lunch club from 11.30am to 12.45pm. The pre-school employs nine childcare practitioners who work with the children. One practitioner holds an early years qualification at level 5 and seven hold a qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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