

# Radipole Preschool

Ratcliffe Hall, 1 Queens Road, WEYMOUTH, Dorset DT3 5EX



<b>Inspection date</b>	6 September 2018
Previous inspection date	15 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of 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

### The provision is good

- All children make good progress. Older children learn to count, recognise their names and choose favourite stories and songs. Staff prepare them well for the move to school. Younger children settle and gain confidence quickly because their key person provides comfort and security.
- Staff plan activities that interest individual children and provide good models of language to extend their vocabulary. Staff question children sensitively and observe learning carefully so that children achieve well in all areas of development.
- Children cooperate well together. They know how to share, making sure everyone has enough play dough, for example. They take responsibility for getting the equipment they need and some for their friends too.
- The manager leads an effective staff team and collaborates well with the committee to improve the pre-school continually. They self-evaluate accurately. They have addressed the recommendations from the previous report fully. Children use the outside space well every day and have responsibility for tasks.

### It is not yet outstanding because:

- The manager does not monitor the consistency and accuracy of staff's assessment of children's progress as well as she could, to ensure children continue to make good rates of progress.
- Staff do not make the most of opportunities to challenge and develop children's critical thinking fully.

## What the setting needs to do to improve further

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

- provide more support to staff to ensure consistency and accuracy in their assessments of children's learning and progress
- ensure that staff continually provide more opportunities to challenge and develop children's critical-thinking skills.

### Inspection activities

- The inspector spoke to children, parents and staff, and took their views into account.
- The inspector observed teaching and learning indoors and outdoors.
- The inspector had meetings with the manager and, separately, with the chair of the committee.
- The inspector sampled necessary policies and documents.
- The inspector conducted a joint observation of teaching with the manager.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of leadership and management is good

The manager knows the strengths and skills of each member of staff. She uses these effectively so that staff take responsibility for tracking cohorts of children. The staff work effectively together to evaluate what they provide so that children achieve well. The manager has ensured all staff received training to improve their skills in observation and planning. The staff team has implemented new ways of working that result in improved observation and teaching for individual children. Safeguarding is effective. The manager has ensured that the staff team is well trained and vigilant in knowing signs to look for and to whom to report them. Staff protect children well by ensuring no images of children are publicly available in online posts. The staff work well with other professionals to give specialised support to children who have special educational needs (SEN) and/or disabilities.

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

Staff support children well as they eagerly learn how to determine relative weights and numbers when playing with play dough. Staff follow children's interests effectively. For example, staff supported children to extend their imaginations as children excitedly incorporated toy animals and vehicles when building a tower. Staff share assessment information with other providers that the children attend so that children's progress is consistent. Staff have worked with teachers from the neighbouring primary school to ensure that they teach sound recognition and rhyme effectively. Staff give children frequent opportunities to develop skills requested by teachers, such as competently using scissors, and recognising letter sounds before they start school.

### Personal development, behaviour and welfare are good

Children learn to listen to each other and gain confidence when telling their friends about toys they have brought from home. Staff cultivate a strong partnership with parents by telling them what their children have achieved each day, for example. Staff have regular meetings with parents about children's progress, and provide books and other resources to support learning at home. Staff provide effective role models, maintaining tolerance, respect and excellent relationships with all in the inclusive pre-school community. Children learn to assess risk for themselves, commenting that putting water on the stepping block might make it slippery. Children get their lunch boxes for themselves and enjoy the opportunity to talk with their key person about what they have learned or done at home.

### Outcomes for children are good

Older children use a balance scale to decide whether an object is heavier or lighter. They adjust the amounts in each scale to make the weights the same. They count accurately. They learn rhymes and songs, and explain to their friends why a particular toy is special to them. Younger children learn to explore the resources and eagerly learn to make marks and outline shapes with a paintbrush. They know that mixing water with dry sand will make it stick together. Children who have SEN receive the support they need to make good progress and move on to the next stage of their education.

## Setting details

<b>Unique reference number</b>	141000
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10060906
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Radipole Pre-school
<b>Registered person unique reference number</b>	RP519774
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	07966 736 919

Radipole Preschool is run by a committee and registered in 1982. It operates from a shared hall near Weymouth, Dorset. It opens term time only, on Monday to Thursday from 9am to 3.45pm and on Friday from 9am to 12.30pm. There are eight members of staff. Of whom, one is qualified at level 4, five at level 3, one at level 2 and one is unqualified. The pre-school receives funding to provide early years education for two-, three- and four-year-old children.

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