

# Earl Rise Pre-School

St John's Church Hall, Earl Rise, London SE18 7NF



<b>Inspection date</b>	21 September 2018
Previous inspection date	9 July 2015

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

- Children are happy, secure and settled. The caring and friendly staff know the children well and form strong attachments with them. This creates a calm, positive and nurturing atmosphere throughout the whole setting.
- The manager ensures that all staff have a strong understanding of how to keep children safe. A robust risk assessment process ensures the environment is secure.
- Staff provide good-quality activities, helping children make good progress with their learning and development.
- Children who have special educational needs (SEN) and/or disabilities are supported extremely well. Close partnerships with parents and other professionals help to ensure children receive the intervention and support they require in order to achieve their individual potential.
- Staff provide children with the key skills needed for their next steps in learning, including starting school.

### It is not yet outstanding because:

- At times, children do not always have the opportunity to expand their creative and imaginative skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children to express their thoughts and ideas, to extend their imaginative skills.

### Inspection activities

- The inspector and manager conducted a joint observation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector had discussions with staff and meetings with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability, children's tracking documents, and the setting's main policies and procedures.

### Inspector

Laura Rathbone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures all staff have regular safeguarding training and that their knowledge and understanding is always up to date. Staff are secure in being able to identify possible signs of abuse and know who to contact if they have a concern about a child's welfare. The manager rigorously monitors the quality of assessment and the progress that individual children, and groups of children, make. She makes excellent use of additional funding to improve outcomes for disadvantaged children. Parents speak highly of the setting and the staff. They feel involved in their children's learning and development and feel that staff spend a great deal of time promoting and supporting language and communication skills.

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

Staff have formed secure attachments with their key children, enabling them to have a clear understanding of what the child can do and how to extend this learning and development further. Children who are not reaching typical levels for their age receive additional support. Staff work together closely to create an environment that is inclusive for all children, adapting activities and resources where necessary. Staff are excellent communicators and use songs as a way to encourage language. For example, when the children were playing with cars, a child made an observation about the wheels they could see, a member of staff used this as an opportunity to start singing 'the wheels on the bus', which the children all happily joined in with. Children who have SEN and/or disabilities, and children who speak English as an additional language, are extremely well supported by qualified and knowledgeable staff.

### Personal development, behaviour and welfare are good

Children behave very well. They are happy, secure and settled, responding well to the caring and nurturing staff. Staff act as positive role models to the children and create a calm and positive environment for them. Staff provide many opportunities for the children to become independent learners. For example, they encourage children to pour their own drinks at snack time. Strong links are in place between staff, teachers and other professionals to support older children as they prepare to move on to school. This is particularly beneficial in relation to children who have SEN and/or disabilities.

### Outcomes for children are good

Children are motivated and curious learners. They are confident to build on their own ideas, taking equipment into different areas to extend their play. For example, transporting rice over to the water bowl to mix them together. Children make good progress and are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	401757
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10060878
<b>Type of provision</b>	Sessional 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 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Earl Rise Playgroup Committee
<b>Registered person unique reference number</b>	RP910779
<b>Date of previous inspection</b>	9 July 2015
<b>Telephone number</b>	0208 316 5857

Earl Rise Pre-School registered in 2008. It operates from a church hall in Plumstead, in the Royal Borough of Greenwich. It opens Monday to Friday, from 9am to midday, term time only. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. It employs four members of staff, all of whom hold appropriate early years qualifications at level 3. The manager is qualified at level 3.

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