

# Rufford Pre-School Group

Rufford Village Hall, Flash Lane, Rufford, Lancashire L40 1SW



<b>Inspection date</b>	3 December 2018
Previous inspection date	25 November 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

### This provision is good

- The manager provides a caring and good-quality learning environment. She gathers the views of children, staff and parents in a variety of ways to help to identify and plan any future improvements.
- Children have plenty of opportunities to be physically active. For example, staff encourage children to take part in dance activities. Children have regular access to the outdoor area and staff take children on regular woodland walks in the woods nearby.
- Staff build positive relationships with parents and parents speak highly of the pre-school. They say their children are well cared for and they are pleased with the progress their children have made. Parents say the pre-school is like a little family.
- Children attend regular trips and outings with staff. For example, children visit the village bakery to buy cakes. This supports children's understanding of their community and the wider world.
- Children enjoy a variety of activities and resources indoors and outside. Staff have a good understanding of how children learn. They interact with children during play, modelling language and asking questions to extend children's learning.
- Staff's professional development is not yet sharply focused on individual training needs to help children make the best possible progress.
- Although staff provide children with healthy food, regular exercise and practice good hygiene procedures, they do not always extend children's awareness of how these practices can contribute towards a healthy lifestyle.

## What the setting needs to do to improve further

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

- plan a highly focused programme of professional development that targets staff individual training needs to help children to make the best possible progress
- provide more opportunities for children to extend their awareness of how healthy food, exercise and good hygiene practices contribute towards a healthy lifestyle.

### Inspection activities

- The inspector observed activities indoors and outdoors and the interactions between staff and children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector talked to staff and children at appropriate times during the inspection.

#### Inspector

Paula Graves

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of the policies and procedures for the pre-school. They understand how to report concerns about a child and their welfare. Staff have received safeguarding training to build on existing knowledge and keep them updated about changes in legislation. Recruitment and vetting procedures ensure that staff are suitable for their role. Staff supervise children well, particularly when on outings. Staff encourage children to explore and take risks. For example, children throw leaves and climb trees in the woods. Staff conduct regular risk assessments. Effective systems are in place to check the progress of different groups of children. Any gaps in learning are identified and addressed swiftly.

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

Staff know children well. They observe regularly and make accurate assessments of children's learning. They plan activities based on children's interests. As a result, children make good progress from their starting points. Staff encourage children to develop their literacy skills. For example, children write letters inside and make marks on blackboards using water and paintbrushes outside. Additionally, staff read stories to children in the book area. Staff support children's mathematical skills. For example, they use the language of size, such as 'bigger' and 'biggest', when comparing the size of bowls during play. Staff encourage children to develop their physical skills. For example, they encourage children to use scissors to snip leaves and herbs into their mud pies, when playing outside. Staff support language development well. For example, when a child finds a toy, he takes it to the member of staff and says, 'Dinosaur.' She reinforces and extends his language and says, 'Dinosaur stomp.' She demonstrates the meaning of words as she stomps with the dinosaur on the ground.

### Personal development, behaviour and welfare are good

Children form secure attachments with staff. This helps to promote their emotional well-being and confidence. Children thrive on staff's praise and encouragement. Staff have effective strategies in place to manage children's behaviour. As a result, children behave well. Staff encourage children to share and take turns. They are warm and caring and attentive to children's needs. Staff encourage children to wash their hands before meals and snacks, select their belongings before going outside and pour their own drinks. This supports children's growing independence and they become less reliant on staff. Staff support children to understand about their personal safety. For example, they encourage children to stop, look and listen before they cross the road. Parents are encouraged to share information from home ensuring consistency of care for children.

### Outcomes for children are good

Children learn a range of skills that prepares them well for their move to school. Children learn to recognise their name as they post name cards in a box each morning as they arrive. Children learn to count as they play. For example, they count out scoops of pasta into a bowl in the garden. Staff develop children's listening skills. For example, they encourage children to listen carefully and identify different sounds made by objects hidden from view.

## Setting details

<b>Unique reference number</b>	309447
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064124
<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>	1 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Sherrington, Julie
<b>Registered person unique reference number</b>	RP905882
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	01704 821621

Rufford Pre-School Group registered in 1993. It is open each weekday from 8am to 4pm, except on Wednesday, when it is open from 8am until 1pm, term time only. The pre-school employs four members of staff, of these two hold appropriate early years qualifications at level 6 and two hold a qualification at level 3. The pre-school provides funded early years education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

