

Ridgeway Methodist Preschool



Ridgeway Methodist Church, Mudge Way, Plymouth PL7 2PS

Inspection date	6 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 dedicated manager works very well with the long-standing, committed staff team. Together they reflect and evaluate on their practice to continually improve. The team works cooperatively to create a stimulating environment for all children to play, learn and enjoy.
- Partnerships with parents are strong. Parents speak very highly of the pre-school, feel supported and appreciate the sense of community that the pre-school provides. For example, parents book additional sessions so that they can attend coffee mornings.
- Staff engage with children and follow their interests and ideas. They observe children at play and skilfully join in and ask questions which extend children's learning. For example, children explore the pre-school room with tape measures, and staff help them to add meaning to their findings and compare the measurements.
- Staff set clear expectations of behaviour and children show kindness and respect to one another as they play. Staff are good role models and praise children's achievements, which helps children to feel motivated to learn.
- Children are very independent. They pour their own drinks at snack time and confidently wash their hands before eating. They freely access materials which support learning and development, such as mark-making materials, scissors and glue. They use these to create imaginative pictures.
- Arrangements for sharing information with parents about their child's learning and progress while at pre-school have not yet fully evolved to further support and extend learning at home.
- Current systems of assessment do not promptly target gaps for different groups of children consistently to precisely support next steps in children's progress.

What the setting needs to do to improve further

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

- strengthen arrangements for sharing detailed information with parents about their child's learning and progress, and support them to extend learning at home
- further enhance current systems of assessment to promptly target gaps for different groups of children consistently in order to precisely support next steps in children's progress.

Inspection activities

- The inspector observed the quality of teaching and learning in the pre-school.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspector spoke to staff, children and parents at convenient times during the inspection.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at a range of documentation, including evidence of the suitability of staff and paediatric first-aid certificates.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management ensures all staff are aware of their responsibilities to protect children from harm. Staff are vigilant. Children are well supervised and they are encouraged to be aware of their own safety as they take manageable risks. For instance, children know how to play safely on indoor climbing frames. The manager monitors staff practice well and completes regular appraisals and supervision meetings. Staff take regular opportunities to update their professional development and receive in-house training to keep their knowledge and skills up to date. For example, all staff have attended specific training to help support children's speech and language. This helps to raise standards of practice and improve outcomes for children.

Quality of teaching, learning and assessment is good

Staff use their knowledge and expertise to provide a wide range of activities that promote children's interests. For example, children draw upon their recent experiences and use their imaginations to make pancakes from play dough. Staff enthusiastically help children to plant cress seeds and model language which describes how they will grow. Children act out roles as they play in the home corner and show care for the baby dolls. Staff engage in conversations with children, giving them time to think and respond to questions. Staff promote a love of books with children as they read together following snack time. Children enjoy singing songs and rhymes together with staff. Staff use their knowledge of children's interests to thoughtfully extend opportunities for learning and development when counting and measuring objects.

Personal development, behaviour and welfare are good

Children are very happy in the pre-school. They are confident and familiar with routines and expectations. Staff understand children's individual needs and ensure their care needs are met effectively. Older children show great confidence with accessing the toilet independently and staff work well with parents to support younger children who are toilet training. Children's good health is promoted well. Children have independent access to the outdoors and make choices in their play and learning. They enjoy being physically active. For example, they benefit from free access to two large rooms which enhance a range of stimulating opportunities for physical play on indoor climbing frames and with sand and water play activities. Children enjoy a range of healthy snacks and drinks, and staff promote the importance of healthy eating and good nutrition with children and their parents.

Outcomes for children are good

The manager regularly monitors children's progress and puts support in place for children with identified needs. For example, children with special educational needs and/or disabilities receive targeted intervention, such as small-group activities, which aids speech and language development. This support helps children to feel more confident and motivated to learn. All children are settled, sociable and eager to participate. This helps them to prepare for the next stages of learning.

Setting details

Unique reference number	EY541662
Local authority	Plymouth
Inspection number	10093089
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	22
Name of registered person	Ridgeway Methodist Children's Care Centre
Registered person unique reference number	RP541661
Date of previous inspection	Not applicable
Telephone number	01752 331186

Ridgeway Methodist Preschool opened in 1995 and re-registered in 2017. It is located in Plympton, Devon. The pre-school is open each weekday from 8am until 3pm, during term time only. There are four members of staff, three of whom hold recognised childcare qualifications at level 3. The pre-school receives early education funding to provide free places for children aged two, three and four years.

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