

Rub-a-Dub Pre-School

Lansdowne Hall, Derry Hill, Calne, Wiltshire SN11 9QY



Inspection date

3 April 2019

Previous inspection date

20 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All staff are vigilant and understand the importance of keeping children safe. They know the procedure to follow should they have any concerns about a child's well-being.
- The manager monitors progress well. She works closely with parents and other professionals to support children's good progress, including those at risk of delay.
- Staff have developed strong and trusting relationships with parents. Daily communication between staff and parents helps to provide a consistent approach in supporting children's care and learning.
- Staff promote children's behaviour well. They praise children and encourage them to be kind and caring towards each other. They help children work through any minor disputes. For example, they support children to work out a compromise when more than one child wants the same resource.
- Staff support children well to learn about the local community and wider world. For example, children have lots of opportunities to go on walks to the local church, or further afield such as visits to nature parks.
- The manager does not yet regularly carry out observations on staff practice to raise staff's teaching standards to an outstanding level.
- Staff do not provide many opportunities for children to develop their early writing skills.

What the setting needs to do to improve further

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

- enhance the programme for professional development of staff, such as peer observations, to specifically develop staff teaching skills to an outstanding level
- enhance opportunities for children to develop their early writing skills further.

Inspection activities

- The inspector observed staff interactions with children indoors and outdoors.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the pre-school.
- The inspector spoke to children, parents and staff, and took their views into consideration.
- The inspector carried out a joint observation with the manager.

Inspector
Tracey Cook

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. Staff use procedures including risk assessments to keep children safe. The manager has a robust system to verify the ongoing suitability of staff. Staff benefit from training opportunities that help to build on their existing skills. Some staff, for example, have developed basic signing skills to support children with special educational needs and/or disabilities. This training has had a positive impact on children's learning and development. The manager has an accurate understanding of what the pre-school does well and where they need to improve.

Quality of teaching, learning and assessment is good

Staff plan interesting activities, based on the children's interests and stages of development, that motivate children to learn. They closely observe and assess each child's learning to form a clear overview of their progress, and share this with parents. Staff provide individual children with the help they need to close any gaps in their learning quickly. They support children to develop an understanding of language. For example, staff captivate children's interest in early reading, such as teaching them to listen carefully to the sound each letter makes. Staff skilfully ask questions, for example to help children to think and respond with their ideas.

Personal development, behaviour and welfare are good

Staff are good role models. Children listen, respond well to staff and use good manners. Children learn to keep themselves safe. For example, they act on requests to tidy away resources from the floor when they finish playing. Staff ensure children have daily access to a large outdoor area, where there are opportunities for them to be physically active and develop good coordination. For instance, they enjoy sweeping the paths and watering the plants. Staff encourage children's independence, such as encouraging them to peel and chop the fruit for their snack. Children learn about being healthy. For example, staff offer ideas and actively support parents to encourage children to bring healthy lunches.

Outcomes for children are good

Children learn different skills, which prepare them well for the next stage in their learning, including going to school. They are independent and take pride in managing tasks for themselves. For example, young children enjoy selecting what they wish to play with from the resources available and getting them out for themselves. Older children enjoy regular visits to the school, where they take part in activities with the Reception class. This helps them to become familiar with routines and expectations, so they are confident about starting school.

Setting details

Unique reference number	199453
Local authority	Wiltshire
Inspection number	10060655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	41
Name of registered person	Rub-a-Dub Pre-School Committee
Registered person unique reference number	RP905941
Date of previous inspection	20 October 2015
Telephone number	01249 818 974

Rub-a-Dub Pre-School registered in 2001. It operates from Lansdowne Village Hall in Derry Hill, near Calne, Wiltshire. The pre-school provides wraparound sessions, from 9am to 3pm Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children. Eight staff work directly with the children, two of whom hold qualified teacher status.

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