

River Pre-School

River Methodist Church Hall, Common Lane, Dover, Kent CT17 0RA



Inspection date	9 July 2019
Previous inspection date	19 March 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is highly responsive to feedback from parents, staff and children. She uses the information exceptionally well to continue to maintain the high quality of the provision and to make even more improvements.
- The staff and manager form excellent partnerships with the local school. They make an exceptional effort to plan events to support children to be extremely well prepared for the move to school. For instance, children and staff frequently use the school facilities and attend school events. This provides a wide range of experiences for children and supports them to develop high levels of confidence ready for school.
- Staff use their expert knowledge and teaching to support children's learning. For example, they use snack time to skilfully extend children's vocabulary.
- Children have been taught the skills to identify hazards in the environment and are involved in risk assessing the pre-school. For example, one child is chosen each day to take on the role of the 'Health Elf'. They patrol the pre-school with a clipboard and carefully record any risks or hazards that they see.
- Additional funding is used exceptionally well in order to ensure that all children make rapid progress from their starting points. For example, children with special educational needs and/or disabilities (SEND) have resources provided to support them as individuals and as a result make exceptional progress.
- Staff are superb role models for children. Children's behaviour is exemplary and they are polite and kind. They consider the needs of others extremely well.
- A highly stimulating environment promotes children's learning and development across all areas of the curriculum, particularly early literacy. For example, children listen intently to staff and each other and are extremely focused in their chosen activity.

What the setting needs to do to improve further

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

- continue to extend children's already very strong understanding of the importance of a healthy lifestyle to enhance this even further.

Inspection activities

- The inspector observed the quality of teaching and learning both inside and outside the setting.
- The inspector carried out a joint observation with the manager to observe the quality of teaching.
- The inspector viewed a range of documents, including suitability checks, first-aid certificates and children's individual records.
- The inspector talked to staff, parents and children to gain their views.
- The inspector met with the manager to discuss how they drive improvements and evaluate their practice.

Inspector
Nicola Pochin

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of their responsibilities to safeguard children. They receive ongoing training and support to help ensure their knowledge of safeguarding practice is consistently maintained at a high level. Staff are highly involved in developing and improving the quality of the provision. For example, each member of staff has an area of the provision which they are responsible for further developing. They make an action plan and are given a budget to resource and improve their area. As a result, the pre-school has a highly stimulating environment, which promotes children's high levels of curiosity, imagination and concentration. The manager makes incisive evaluations of staff's practice which leads to highly focused supervisions, performance management and professional development for staff. Rigorous monitoring means that children who are making slower progress are identified at the earliest opportunity. Precise programmes of support are implemented to help them to catch up.

Quality of teaching, learning and assessment is outstanding

Staff have very high expectations of what each child can achieve and teaching is consistently of a very high quality. For example, staff used skilful questioning to enable children to think about and explain their likes and dislikes of different fruit. The proficient knowledge of staff provides rich, exciting, challenging activities which motivate children to learn and develop. Staff complete precise assessments which ensure children receive the support required to further develop their learning. Children are actively involved in assessing their learning and outcomes. For example, the children critically review and evaluate their learning and are involved in deciding on their challenging next steps.

Personal development, behaviour and welfare are outstanding

Partnerships with parents are superb. Staff communicate with parents highly effectively and share detailed information to actively involve them in their child's learning. On entry, excellent processes enable staff to gather in-depth information about children, such as through exceptionally well-considered home visits to families. The well-being of children is of paramount importance to staff. For example, the children put their name on a board to say how they are feeling. Staff then work with children to support their growing understanding of how to keep themselves happy and healthy. This well-established routine enables children to confidently express their feelings and emotions. Overall, staff extend children's understanding of the importance of healthy lifestyles extremely well.

Outcomes for children are outstanding

Children have developed superb independence skills which ensure they are exceptionally well prepared for their next stage of learning. For example, carefully planned sessions ensure children are able to dress and undress independently, ready to take part in physical education lessons at school. Children have an excellent understanding of the world in which they live. They are highly respectful of the differences in people and communities beyond their immediate family. For example, children access an exceptional range of activities and resources which reflect and value diversity. The manager and staff make excellent use of additional funding, including encouraging girls and boys to make full use of the outdoor area.

Setting details

Unique reference number	127500
Local authority	Kent
Inspection number	10108465
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	26
Number of children on roll	43
Name of registered person	River Pre-School Playgroup Committee
Registered person unique reference number	RP524473
Date of previous inspection	19 March 2015
Telephone number	01304 449302

River Pre-School is run by a committee and registered in 1992. It is located in the village of River near Dover. The pre-school is open during term time, Monday to Friday from 8.45am to 2.45pm. Staff have links with other local settings and schools. The pre-school employs nine staff, of whom eight hold early years qualifications. It receives funding for early education for children aged two, three and four years.

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