

Inspection of Red Room Pre-School

Annex

School House, High Street, Chewton Mendip, RADSTOCK BA3 4LL

Inspection date: 20 January 2020

| Overall effectiveness | Outstanding |
|------------------------------|--------------------|
|------------------------------|--------------------|

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally motivated as they explore and investigate an exciting range of opportunities in the carefully organised indoor and outdoor environments. They develop extremely positive attitudes to their play and are eager to learn. Staff have placed an extraordinary focus on ensuring that all resources are easily accessible to the children so that they are able to independently choose and lead their own learning.

Children's behaviour and manners are impeccable. They show continuous care and thoughtfulness for all their friends and have strong relationships with each other. For instance, children are more than happy to help their friends who are struggling with tasks, and when children want to join in conversations with their friends they comment, 'excuse me', before joining the conversation. Children build wonderful, warm relationships with staff and show high levels of confidence in social situations, such as group activities. Children show that they feel exceptionally safe and secure.

Children demonstrate a love of literacy. Older children show highly impressive literacy skills for their age. For example, they make their own number cards when copying an activity in the morning that they thoroughly enjoy. Younger children have ample opportunities to draw indoors and outdoors. Staff are skilled at supporting children to develop key pencil skills, such as when drawing shapes and forming letters.

What does the early years setting do well and what does it need to do better?

- Children's independence skills are highly impressive. For instance, when children get wet outdoors, they come indoors to get their own box of spare clothes, get changed on their own and put their box back when they have finished. They have a secure understanding of their responsibilities to look after their environment and clear away resources before moving on to the next activity.
- The manager creates a culture of highly reflective practice and self-evaluation, which is extremely well embedded throughout the pre-school. The highly experienced staff are exceptionally passionate about their roles and they work commendably as a team. The manager offers a range of support and training for staff that is focused on supporting the needs of the children. For instance, recent training has supported staff to gain an even better understanding of how to support children with special educational needs.
- Staff develop children's mathematical development superbly well. For instance, children are encouraged to use numbers during their play, and mathematics is weaved into all parts of the pre-school routine. Staff encourage children to use objects and toys to count out a set number. They routinely challenge and extend

children's learning to include solving early addition and subtraction problems.

- Highly effective partnerships with parents, the on-site school and outside professionals result in excellent continuity and progression of care and support for individual children. Parents speak extremely highly of the pre-school and the care and education their children receive.
- Staff ensure that older children who are moving on to school are exceptionally well prepared. For instance, one set session a week is focused on ensuring that children have the essential skills they will need. Children develop their listening and attention skills during group games where they listen and follow instructions.
- Staff help children to develop an excellent understanding of healthy living. For example, staff talk with children during mealtimes about healthy foods and the importance of different food groups such as protein and carbohydrates. Staff have recently worked closely with parents to minimise the use of one-use plastic in children's lunch boxes. Parents have taken this on board and are now using reusable containers.
- Staff have a superb knowledge of how children learn and what skills they need to develop next. They plan meticulously for children's next steps. Children making outstanding progress and are exceptionally well prepared for the next stage in their learning.
- Staff provide children with amazing opportunities to learn about the wider world. They teach children to respect their surroundings and everyone's differences from an early age. For example, staff use special dolls expertly during role play to help children develop an excellent understanding of other cultures and religions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an excellent understanding of the signs and symptoms that may indicate a child is at risk of harm. They have an extremely strong knowledge of wider safeguarding concerns. Everyone is very clear about the procedures to follow to protect children in their care, including the local authority procedures. The manager and staff talk to the children and parents about staying safe on the internet and limiting screen time. Staff undertake thorough and regular checks of the premises and resources to keep children safe and secure.

Setting details

| | |
|--|---|
| Unique reference number | EY313518 |
| Local authority | Somerset |
| Inspection number | 10126099 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 20 |
| Number of children on roll | 20 |
| Name of registered person | Red Room Pre-School Playgroup Committee |
| Registered person unique reference number | RP523096 |
| Telephone number | 01761240700 |
| Date of previous inspection | 3 December 2015 |

Information about this early years setting

Red Room Pre-School Annex registered in 2005. The pre-school is located in the grounds of Chewton Mendip School, in Somerset. The group receives funding for the provision of free early education for children aged two, three and four years. It opens from Monday to Friday between 7.45am and 4pm, during term time only. There are five members of staff. Of these, two hold early years professional status and three are qualified to level 3.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was carried out and evaluated by both the manager and the inspector.
- The inspector and the manager conducted a learning walk in all parts of the pre-school to understand how the curriculum is organised.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020