

Inspection of Rushcliffe Pre-School

Abbey Road & Lady Bay Children's Centre, Abbey Road, West Bridgford,
Nottingham NG2 5ND

Inspection date: 15 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly arrive at pre-school happy and are excited to see their friends and the staff. They find their written name card and independently self-register. Children show they feel extremely safe as they confidently go off and get 'stuck in' with the different resources and activities on offer. Children have excellent social skills and are imaginative in their play. For example, a small group of girls and boys play harmoniously together with dragons, fairies and dinosaurs for a sustained period of time. They happily create their own characters as they play.

Children's behaviour is exemplary. They are kind, considerate and show a great awareness and understanding for one another's feelings. Staff have extremely high expectations for all children. They consistently encourage children to do things for themselves, to find things out and introduce new knowledge and vocabulary at every opportunity. For example, new children are quickly encouraged to use the water canister and a glass to get a drink when they are thirsty. Children learn about countries as they look at a globe. Staff discuss the top of the globe and how polar bears live there. They challenge children to think about the weather and the snow. Children make the connection that 'Santa' lives in the North Pole and staff quickly extend on this with their excellent teaching skills. Children develop detailed knowledge and a wide range of skills across the seven areas of learning. They are well prepared for their move on to school.

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

- Both the providers are also the managers of the pre-school. They lead an extremely experienced and committed staff team with passion and drive. Children receive high-quality care and education, and families gain extremely helpful support from the staff team. Staff comment positively on how their well-being is nurtured and feel they work in a supportive environment.
- Self-evaluation is firmly embedded. The management team demonstrates an uncompromising pursuit of excellence. It is always reflecting over the day, the curriculum it provides, and the progress children make. Plans for the development of the provision are focused sharply on the needs of the children attending.
- The key-person system is highly effective. Children are introduced to their key person during a home visit, and a gradual introduction helps to support their emotional security. As a result, children are extremely happy, confident and explore their surroundings with a sense of ownership.
- Children show off their advanced physical skills while climbing large equipment. They engage in imaginative role play when they are at the top as they wave a large 'pirate flag'. They soon climb down and quickly jump off to gather more treasure. Staff cast a watchful eye over them but allow children to test out their

physical skills and take risks in a safe environment. Staff know the children exceptionally well and trust the children's understanding of their own capabilities and limitations.

- The providers use their early years expertise to provide staff with highly focused support to enhance their knowledge and practice. For example, recent training has improved staff's skills in enhancing children's learning through the environment. Staff are now using more visual prompts, a timetable and sign to provide exceptional support for children who speak English as an additional language. As a result, these children make rapid progress with their speaking skills.
- Children practise their excellent literacy skills in a variety of ways. Younger children choose to use paint to make marks on the easel or use sticks to make patterns in the play dough. Older children develop very good pencil control. Several children write their name clearly on the pictures they have made.
- The planning of activities wholeheartedly reflects each child's learning needs and interests. Staff form excellent partnerships with parents. They gather detailed information about what children can do and skilfully build on this to extend children's learning and experiences. For example, staff provide children who have not yet experienced public transport with the opportunity to visit the local library via a bus. Children excitedly recall this and talk about how they 'loved riding the bus and listening to the lady tell the story'.

Safeguarding

The arrangements for safeguarding are effective.

The manager responds to potential safeguarding issues with rigour to ensure that children are protected. Staff have a deep understanding of their responsibility to report concerns. Very robust recruitment procedures ensure the suitability of staff to work with children. All staff, including students, have a very thorough induction to confirm their suitability to work with children. Managers work exceptionally well with outside agencies to ensure children are safeguarded as best they can be. Staff receive regular training around safeguarding children to ensure they are continuously up to date with any new guidance and legislation.

Setting details

Unique reference number	EY550096
Local authority	Nottinghamshire County Council
Inspection number	10126864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	25
Number of children on roll	22
Name of registered person	Rushcliffe Pre-School (Nottingham) Ltd
Registered person unique reference number	RP550095
Telephone number	07535265300
Date of previous inspection	Not applicable

Information about this early years setting

Rushcliffe Pre-School registered in 2017. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The manager has a foundation degree in early years education. The pre-school opens from 9am until 3.15pm on Monday to Wednesday and from 9am until midday on Thursday and Friday, during term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carly Polak

Inspection activities

- The inspector conducted a learning walk with the provider and discussed how she implements the curriculum. They looked at the different areas used and discussed the local community and children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the provider and discussed teaching methods with her. They also discussed how managers conduct supervision sessions with the staff team.
- The inspector spoke to the provider, staff and children at appropriate times throughout the inspection.
- The inspector obtained and took account of parents' views, given verbally and in writing.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as safeguarding records, evidence of the suitability of staff working in the setting, qualifications and training certificates.

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.

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