

# Inspection of Runnymede Pre-School

Runnymede Small Hall, Kiln Road, Benfleet, Essex SS7 1TF

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Inspection date: 28 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children form strong friendships. They play cooperatively, using dough to make 'meals' together in the play kitchen. They confidently talk about what they like to eat, knowing that fruit and vegetables keep them healthy. Children decide for themselves what to make in the well-equipped craft area. They use their imaginations, creating unique models out of cardboard tubes and wooden sticks. They choose from the freely accessible materials and adeptly use equipment such as a tape dispenser. Children proudly show and describe what they have made. Staff follow their interests and offer suggestions about what they could make next.

Children have many opportunities to explore different ways their bodies move when, for example, they take part in 'dough disco' and gymnastics classes. They dance around, poking and squeezing the play dough. They happily balance on beams and crawl through tunnels. Children attend forest school sessions where they gradually build on their developing skills. They learn about fire safety and how to use tools safely.

Children investigate with all of their senses. They enjoy smelling lemons as they mix cornflour and water to make 'pancakes', commenting that the mixture is 'sticky' and 'runny'. They competently use a whisk and practise pouring and scooping. Children link this to their real-life experiences, excitedly recalling when they ate pancakes.

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

- Children are offered a broad range of activities to support their learning and development. For example, mark making is available throughout the provision. Children use pencils and clipboards to make lists in the role-play area and paint with brushes at the easel. They develop mathematical skills and are encouraged to compare the lengths of spaghetti they use to make a 'hedgehog'. Children accurately name shapes that they carefully tap onto a corkboard.
- The manager is highly ambitious and committed to improving the setting. She continually reflects on practice, adapting and changing the environment and routines to raise the quality of the provision. For example, a room is now dedicated for physical activity, while other children can choose to play uninterrupted in calmer surroundings. Staff are involved in evaluating what is going well. Children are also consulted about what they would like to do. They vote, with a show of hands, to select activities in the afternoon.
- Staff support children to 'have a go' and work things out for themselves. For instance, adults sensitively help them to think of the best way to make holes in their masks and how to securely attach the ribbon.
- Behaviour management strategies are age appropriate and children are aware of

the pre-school rules. They stop what they are doing when they hear a tambourine, and listen carefully to instructions. They helpfully pick up toys from the floor and sweep up the sand.

- Staff read expressively, and props help children to become involved in telling a story. They extend their vocabulary when, for example, children join in with familiar words and phrases, learning the difference between a 'pickle' and a 'cucumber'. However, group times are not consistently organised so that all children continue to be actively engaged, to maximise their learning.
- Key persons collect information from parents about their children's development from the start. They complete regular assessments of children's learning, using this information to quickly identify gaps and target support. Additional funding is used highly effectively to enable all children to achieve the best possible outcomes.
- Children's independence is fostered. They find their name-cards to self-register, and use these to show where they want to sit at snack time. They choose what they want to eat and carefully carry their plate to the table. Even the youngest children successfully pour milk from the jug and competently butter their own crackers.
- There are strong partnerships with parents. Children regularly take home the pre-school bear, a book and activities that are especially selected so that parents can support their children's learning at home. Parents appreciate receiving daily feedback and photographs showing their children enjoying their time at the pre-school. They describe staff positively, saying they are 'amazing' and 'brilliant'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training to keep their knowledge up to date. They recognise possible signs of abuse and neglect, confidently describing the procedures to follow if they are worried about a child's welfare. They know where to refer their concerns relating to the behaviour of another adult working with children. The manager fully understands her responsibility to protect children from harm. This includes protecting children from wider safeguarding issues, such as being exposed to extreme attitudes and behaviours. All staff undergo checks to assess their suitability. Registers and accident records are monitored to identify any patterns that may indicate a child's safety is at risk.

## What does the setting need to do to improve?

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

- review the organisation of group times to interest and engage all children consistently.

## Setting details

<b>Unique reference number</b>	203722
<b>Local authority</b>	Essex
<b>Inspection number</b>	10072494
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Runnymede Pre-School
<b>Registered person unique reference number</b>	RP523777
<b>Telephone number</b>	01268 799101
<b>Date of previous inspection</b>	2 March 2016

## Information about this early years setting

Runnymede Pre-School registered in 2001. The pre-school employs 13 members of childcare staff. Of these, 12 hold early years qualifications at level 3 or above, and one holds an early years qualification at level 2. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

### Inspection activities

- The manager explained to the inspector how the provision is organised and how they plan the curriculum to support children's progress.
- A joint observation of an activity was carried out by the inspector and the manager, and the quality of teaching was evaluated.
- The inspector observed children involved in activities, indoors and outside, and assessed interactions and their impact on children's development.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including a sample of staff's folders, the safeguarding policy 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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