

# Inspection of Rudloe Pre School

Leafy Lane Playing Fields, Leafy Lane, Corsham, Wiltshire SN13 0LD

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Inspection date:

17 May 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children enjoy attending this small and welcoming pre-school. Staff are warm and caring towards the children helping them to feel safe. Children enjoy talking to staff about important home events, such as a new baby in the family. They confidently choose what to play with and like to explore. For example, many children become absorbed in an activity with a large tray of beans, which they spoon, weigh and hunt in for buried sea creatures.

Staff are not always consistent in using their assessments of individual children to help inform their planning. They have not thought through what they want children to learn to enable them to gradually build on what children already know and can do. As a result, not all children engage fully in activities, such as those who are less vocal.

Children behave well. Older children sort out minor disagreements amicably and younger children learn quickly what is expected of them, for example as they share, take turns, and tidy up. Due to the COVID-19 (coronavirus) pandemic, leaders have reviewed their procedures for communicating with parents to reduce direct contact. This has not had a significant impact on communication as leaders have introduced an online system which parents have found valuable in sharing information between the home and pre-school.

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

- The manager knows what children need to learn across all areas of learning. However, she does not ensure that her staff team understand their role when planning for children's individual learning. As a result, staff do not purposefully plan and teach children what they need to learn next. They do not offer targeted intervention for children, such as for those with speech delay. This means that some children do not gain key skills, particularly in their language and physical development.
- The small team of staff, generally, work well together. Staff support one another and work closely with parents. Children happily enter the pre-school, even when parents remain outside due to the pandemic. Friendly staff help children to settle quickly. However, due to the weakness in planning of some activities, staff are not always alert to the needs of all the children. For example, some children find group story time too noisy and overwhelming, while others join in enthusiastically. This means that some children do not get the support they need to engage actively in learning.
- Generally, staff make accurate observations and assessments of children's progress that take account of parents' comments. However, they do not consistently use the information taken from their assessment when considering

children's individual needs, including key next steps in learning. As a result, the manager and staff do not always identify promptly enough children at risk of falling behind.

- Older children learn to recognise letters and the sounds they represent. They practise this every day at group circle time using the same phonics programme, similar to the local school. This prepares children well for learning to read when they start school.
- Parents appreciate the feedback that staff give them about their children's progress. Staff encourage parents to be involved in their children's learning, for example by reading to children at bedtime.
- Staff support children's self-care skills. For example, children learn to use a tissue, bin it, and clean their hands. They learn about healthy eating and how some foods are not good for their teeth. They take part enthusiastically in an activity where they clean model teeth and staff reassure them as they talk about visits to the dentist.
- The pre-school leaders, generally, support staff in their professional development, including gaining higher qualifications. However, they do not ensure staff have a clear understanding of their role in planning and the assessment of children's learning. Despite, this, staff do have opportunities to broaden their knowledge in other areas. For example, after attending training on managing children's behaviour, staff positively comment on how this has helped them to support children in gaining important social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff keep their safeguarding knowledge up to date. They have identified further training they would like to attend on e-safety, to broaden their understanding of wider safeguarding issues. Staff are alert to the possibility that a child may be at risk of harm so they can respond promptly. Staff build close and trusting relationships with families, so they feel confident to share their worries. This enables staff to help parents to seek support early on, if necessary. Staff supervise and care for children well to help keep them safe and secure.

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

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

- support staff in planning for children's individual learning needs, including their key next steps, in a purposeful way that supports all children to develop, consolidate and deepen their knowledge, understanding and skills
- ensure staff understand and make effective use of their assessments, so they can quickly identify children who are at risk of falling behind in their learning and offer targeted support to help them catch up.

## Setting details

<b>Unique reference number</b>	2496397
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10191094
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Rudloe Pre-School Committee
<b>Registered person unique reference number</b>	RP905676
<b>Telephone number</b>	07552188391
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rudloe Pre School registered in 2018. It operates from the village of Rudloe, near Corsham in Wiltshire. The setting receives funding to provide free early education for children aged two-, three- and four-years-old. A total of four staff work directly with the children, including the manager and deputy, of both of whom hold relevant qualifications at level 3. One other member of staff holds a relevant qualification at level 2. Currently, two staff are working towards a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Rachel Edwards

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed staff caring for the children and supporting their learning during indoor and outdoor play. She also carried out a learning walk with the manager, where they jointly discussed how the curriculum is planned.
- Parents shared their views of the pre-school with the inspector, who took these into account. The inspector also spoke with staff and children.
- The chairperson and manager held discussions with the inspector about the leadership and management of the pre-school.
- The inspector looked at relevant documents, including evidence relating to staff qualifications and suitability checks, and children's records.
- The manager and inspector jointly observed a planned activity and evaluated the quality of teaching and learning.

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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