

# Inspection of Rudloe Pre School

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

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Inspection date: 20 January 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children show that they feel safe and secure as they confidently separate from their parents and enter this welcoming pre-school. They are keen to choose their activities, and some choose to paint at the easel together, talking about their creations. Other children explore the sand in the 'tuff tray', scooping the sand and making towers with blocks and showing good hand-to-eye coordination. Older children show staff the letter sounds and numbers that they recognise on the blocks, demonstrating that they have consolidated what they have already learned.

Children have plenty of opportunities to revisit and talk about what they have learned. Staff encourage them to recall the importance of cleaning their teeth during games, stories and a dental activity. Children remember and talk about what they know. Staff have high expectations of the children. They remind children of the rules, such as walking when indoors. Children show that they enjoy taking responsibility when they help tidy away the toys for lunch.

Children benefit from very positive partnerships with parents. Parents report that, although they cannot enter the pre-school due to the COVID-19 pandemic, communication with key staff is good. They say that they know what their children are learning and their individual targets. Parents state they receive ideas on how to continue learning at home, which supports a consistent approach towards children's learning.

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

- The manager and staff have received support and training from the local authority and improved practice since the last inspection. Staff know the children's individual learning needs well, along with their interests and what they need to learn next. Staff provide activities to meet children's specific needs, such as small-group activities for children who are less confident socially. Staff monitor the progress of children who speak English as an additional language, to check their language development. This means gaps in children's development are closing and they all make good progress through the areas of learning.
- Children's behaviour is very good. Staff praise the children for their acts of kindness, which this helps to boost their self-esteem. Children sit and play games and demonstrate that they are learning to wait their turn.
- Overall, the programme for communication and language is good. Children enthusiastically join in with stories and songs and have lots of conversations with adults and other children. They grow in confidence when speaking in group situations and share their personal news, telling the group 'It is my dog's birthday today'. At times, staff do not give children enough time to think and respond to the questions they ask. This does not fully promote children's ability

to express themselves and their own ideas.

- Children learn the importance of healthy lifestyles. Staff teach them about the importance of oral health and about healthy food and drinks. Children develop appropriate self-care skills and put on their coats and boots when going outside. Staff work effectively with parents to support them to toilet train their children in readiness for going to school.
- Children are keen to go outside and play in the fresh air. They use a variety of equipment to develop their physical skills. Children ride around on tricycles and negotiate space well. Others kick and throw balls and use the climbing wall and beams to develop their balancing skills. Children show that they enjoy being physically exuberant.
- Children show that they are developing good literacy skills. They enjoy looking at books and listening to stories. Children have lots of opportunities to strengthen their muscles in readiness for early writing. They draw, paint and use a variety of tools and malleable materials with confidence. At times, staff do not monitor some children's engagement in activities. This means children are occasionally wandering around and some opportunities to challenge and extend learning are lost.
- The manager and staff reflect on practice and attend training to make improvements. Staff have attended letters and sounds training and use this to promote older children's literacy skills to support them for when they go to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of child protection and wider safeguarding issues. They understand the procedures to follow if concerned about a child's welfare or if an allegation is made. Staff monitor children's attendance and any accidents they have, at home and in the pre-school. Recruitment procedures are robust and help to ensure that staff are suitable to work with children. Staff remind children of the rules to keep themselves and their friends safe, such as not to go beyond the white line when outside.

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

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

- help staff understand the importance of giving children more time to think about and answer their questions, to enable them to express their thoughts and ideas more effectively
- monitor children's engagement in activities to offer more consistent challenge to their learning.

## Setting details

<b>Unique reference number</b>	2496397
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10197433
<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>	2 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>	17 May 2021

## Information about this early years setting

Rudloe Pre School registered in 2018 and is situated in Rudloe, Wiltshire. It operates on Mondays, Tuesdays, Thursdays and Fridays from 8.55am to 2.55pm during term time only. The setting receives funding to provide free early education for children aged two, three and four years. A total of four staff work directly with the children, including the manager and the deputy, both of whom hold relevant qualifications at level 3. One other member of staff holds a relevant qualification at level 2.

## Information about this inspection

### Inspector

Charlotte Jenkin

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and talked about the curriculum and what they want children to learn.
- The inspector observed staff's interactions with children, indoors and outdoors, and the impact of these on children's learning.
- Staff spoke to the inspector at appropriate times during the inspection. Children told the inspector what they enjoy doing while at pre-school.
- The inspector sampled some documentation, including suitability checks and qualification certificates.
- The inspector carried out a joint observation of an activity and discussed the impact of this on children's learning.
- Parents shared their views of the pre-school with the inspector, who took account of their views.

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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