

# Inspection of Ravenstone Pre-School

Ravenstone Village Institute, Leicester Road, Ravenstone, Coalville, Leicestershire  
LE67 2AR

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Inspection date: 3 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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	Outstanding

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

### **The provision is good**

Children arrive at the pre-school and happily access the range of activities on offer. Children behave well. They demonstrate good levels of concentration as they take it in turns to investigate a tray of lemons and limes. A child smells a slice of lemon and exclaims, 'It smells like sweets!' Staff ask, 'Are sweets healthy?' The group of children reply 'no' in unison. Staff extend learning as they have a conversation with children about healthy food choices. This provides children with the knowledge to help them to select nutritious food and drink.

Children have a strong sense of belonging in the pre-school. For example, they identify their own peg by name and picture and hang up their coat. Similarly, children identify their own name tag during registration and place any belongings in their 'going home basket'. A 'talking board' features photos of children with their families and friends. Staff use this frequently to promote discussions with children. As a result, children feel safe and secure in the pre-school.

Children use their senses to explore and learn. For instance, while creating a 'mud pie', children talk about how mud turns water brown in colour. They explore what the mud looks and feels like. Staff encourage children's creativity. They ask, 'What do we need to make a mud pie?' One child confidently shouts 'ingredients' and another says 'leaves'. Staff acknowledge and value children's contributions. For instance, staff say, 'That's a good word, what type of ingredients can you think of?' Subsequently, children are confident in sharing their thoughts and ideas with others.

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

- Staff use assessment well. This means that they have an accurate understanding of children's level of development and individual needs. Where appropriate, staff undertake prompt referrals to specialist services and other professionals. As a result, all children, including those with special educational needs and/or disabilities, receive the right level of support to reach their full potential.
- Staff use a variety of communication methods to support children's understanding. For instance, during snack time, staff use sign language and verbal communication to ask children if they would like more. Additionally, staff use photos of activities for some children to indicate what they would like to play with. This helps children who are not yet speaking to express themselves and make choices.
- Partnerships with parents are strong. Staff at the pre-school communicate with parents and carers in a range of ways, for example through conversations at drop-off and collection times, newsletters and via online apps. Parents have high regard for the pre-school. One parent explains how the staff share strategies to

support children's emotional development. As a result, they have noticed a positive impact on their child's confidence when separating from the main carer. Parents speak warmly about the pre-school. They comment that staff know their child very well. Subsequently, parents feel comfortable in approaching staff for support.

- Children have regular opportunities to be physically active. During the morning session, children take part in yoga. They practise the 'downward dog' movement to stretch their limbs and strengthen their muscles. Children learn about the impact that physical activity has on their bodies. However, some children begin to lose interest and participate in other activities. This means that children are unable to concentrate fully on the yoga session. As a result, not all children benefit from the learning intentions of the session.
- Children learn about the natural world around them. Staff organise a visit from the local farm. They bring newly hatched chicks in an incubator. This provides children with new experiences as they learn about life cycles and the care needs of chicks.
- Children have a positive approach to learning and routine tasks. During snack time, they serve themselves milk or water. When a child spills their drink, staff say, 'Never mind, would you like to have another go?' Consequently, children build resilience and feel confident to keep on trying. However, all staff become involved when setting up for snack. As a result, children sit by themselves for prolonged periods and become restless.
- The manager leads a small, dedicated staff team. Staff supervision sessions take place. This provides time to discuss concerns and celebrate achievements. The manager and staff identify professional development opportunities and targets. For example, staff access training on the benefits of physical play. As a result, the pre-school has implemented a 'morning movement session'. Staff report that this supports children's physical development, aids sleep and promotes general well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to recognise and report safeguarding concerns. They have accessed relevant child protection training. Staff receive regular updates to ensure that their knowledge remains current. Systems are in place for administering medication to children. Staff are aware of children's medical needs and follow the correct procedure to ensure that medication is administered safely. Staff monitor children's absences and take appropriate action if they have a concern. Hygiene practices are good. Children sanitise their hands on arrival to the pre-school and wash their hands before eating and after playing outside. This minimises the spread of illnesses and infections.

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

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

- improve the organisation of activities and routines to help children remain engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY265148
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10130517
<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>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Community Pre-Schools Partnership
<b>Registered person unique reference number</b>	RP521516
<b>Telephone number</b>	07470 193651
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

Ravenstone Pre-School registered in 2003. The pre-school employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, and one member of staff has a qualification at degree level. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.30am to 2.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mel Walker

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation.
- The inspector had face-to-face conversations with parents to understand their views about the pre-school.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.

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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