

Inspection of Runwell Village Preschool

Runwell Village Hall, Church End Lane, WICKFORD, Essex SS11 7JE

Inspection date: 3 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive eager and keen to start their day. They are welcomed by attentive, caring staff who know them well. They provide children with a broad range of exciting activities. Children show great enthusiasm to investigate and 'have a go'. Children are motivated to learn new skills. They interact with skilful staff who engage them in meaningful conversations. Children are confident speakers and can communicate their needs. They invite visitors to the setting to join in their games. For example, they demonstrate and explain in detail how to complete a leaf rubbing. The environment is calm, and children's behaviour is very good.

Children thoroughly enjoy using books. They share stories together, show sustained concentration during interactive story time and use books for reference. They become engrossed in looking at different habitats and wildlife using books and resources. They explain that crabs live in the sand and walk sideways. They use a map to plot where in the world animals live. Children relish sensory play. They use their imagination as they sort a variety of natural resources. They use twigs as magic wands and make potions, mixing pinecones, leaves and acorns. Staff encourage children to solve problems and find solutions for themselves. For example, children make predictions on how they can remove a conker that is stuck in a magnifier. They giggle when it falls loose and enjoy the praise that is offered.

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

- Children make good progress from their starting points. Staff have high expectations of them based on their thorough knowledge of each child's likes and interests. They are knowledgeable about children's home lives and the experiences they share with their families. Staff invest time in getting to know the children well before they attend pre-school. This means children are happy, settle quickly and are eager to learn.
- All parents speak highly of the staff and their children's time at pre-school. They comment that they feel very welcome and supported to discuss any concerns. They feel assured their children are in safe hands. Parents appreciate the time staff invest in getting to know their children and welcome staff's visits to their homes. Parents say their children are settled, happy and confident. Many parents talk about the good progress their children have made since attending.
- The manager and her team plan activities based on themes and children's interests, and have a clear intent of what they want individual children to learn. Children enjoy activities and staff offer them sufficient challenge to develop their learning. Staff help children to build on the key skills that they need to learn next. For example, they provide some opportunities for children to be creative and make marks within planned activities. However, this is not consistent, as children are not always encouraged to 'have a go' and practise early writing

skills.

- An effective key-person system is in place. Children have established close bonds with their key person. All staff are caring and nurturing and there is a calm atmosphere throughout the day. Children are aware of the routines and expectations and their behaviour is good. They know to say 'please' and 'thank you' at snack times. Children enjoy the social time in their key groups, chatting as they eat a selection of healthy snacks. Staff promote children's independence skills as they learn to self-serve and make choices. Children show kindness towards their friends. For example, they help them find stickers lost in the leaves, so they are not sad.
- All children, including those who require additional support, make good progress. Children's speech and language is good, and they articulate what they need. Children are learning how to regulate their emotions and use words to describe how they feel. They are encouraged to negotiate and solve problems for themselves, such as when sharing resources.
- Staff work well as a team. They feel their ideas and suggestions are welcomed and they are valued as team members. The manager supports staff and regularly observes their practice. While continuous professional development is acknowledged, precise training opportunities are not fully maximised to ensure staff can build on their existing knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their roles and responsibilities to keep children safe. They are secure in their knowledge of the procedures to follow should they have a concern regarding a child in their care. All staff complete basic safeguarding training. They are aware of possible signs and behaviours that may suggest a child is at risk. Staff demonstrate a good knowledge of whistle-blowing and the process to report any concerns about the conduct of colleagues. There is a strong focus on risk assessment to ensure children play in a safe environment. Staff teach children how to keep themselves safe and healthy through well-planned activities.

What does the setting need to do to improve?

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

- provide consistent opportunities to motivate children to practise making marks as part of early writing
- extend the use of more targeted professional development opportunities to strengthen existing knowledge to support children's learning to an even higher level.

Setting details

Unique reference number	EY445639
Local authority	Essex
Inspection number	10235752
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	39
Name of registered person	Runwell Village Pre-School
Registered person unique reference number	RP910568
Telephone number	01268768748
Date of previous inspection	7 March 2017

Information about this early years setting

Runwell Village Preschool first registered in 1968. It re-registered in 2012 and is run by a committee. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, during term time. Sessions are from 9am until midday, with a lunch club operating on Tuesday, Thursday, and Friday. In addition, there is an afternoon session each Tuesday and Thursday, from 1pm until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager showed the inspector around the areas that children access. They discussed how staff organise the pre-school and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school documents. This included evidence about staff's suitability and training.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's 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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