

# Inspection of Ruskin Road Pre-School

Carshalton Methodist Church, Ruskin Road, CARSHALTON, Surrey SM5 3DE

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Inspection date: 30 January 2023

<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 play happily with their friends at this pre-school. They make decisions about what they want to do and cooperate well with each other. Children play with a variety of resources. For example, children play with cars, build towers out of blocks and make each other food in the role play area. Children are learning to make choices. They have warm relationships with staff. Children tell staff what they want to play with. This helps them to gain confidence and express themselves.

Staff have high expectations of children's behaviour. Children learn how to share and take turns. They hear praise from staff when they do the right thing. For instance, staff say, 'Well done, good sharing'. Children learn to respect each other. They cooperate with their friends in their play activities. Children behave well.

Children's language development is particularly well supported. All children benefit from positive interactions with staff. Staff talk purposefully to children, who listen and respond. For example, during small group activities, children identify the names of fruits and they answer questions about what fruits grow on trees. Children learn to make longer sentences, for example they say, 'I have got a red apple'. Children's acquisition of language is fully supported by staff.

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

- The manager and staff create a curriculum that is ambitious for all children. They rigorously plan activities that help children to develop a broad range of skills. Staff have a clear understanding of what young children need to learn. They know the children well. They use this information to create interesting activities that focus on children's next steps. For example, some children are learning to write their name and other letters. Others are learning to retell stories and extend their language and communication skills. Children reach their developmental milestones quickly.
- Staff support children to learn mathematical concepts. For example, children learn the names of shapes in play activities. Staff provide children with opportunities to explore and write numbers. They help children to describe the colours, count sides and use mathematical language such as, larger and smaller. Children are confident problem solvers.
- Staff and managers effectively identify children who may need additional support. They work effectively with external agencies to help children access a range of services. Staff maintain strong links with schools. This helps them to pass on information about what children know and can do. Children are able to build on previous knowledge and skills.
- Care practices are effective. Children learn how to wash their hands and use the bathroom by themselves. They learn how to put on coats, shoes and gloves at

home time. Children are gaining independent skills. Children have high self-esteem.

- Staff know that it is important for children to lead healthy lifestyles. They plan opportunities for children to play in the garden. Children enjoy writing with chalks on the pavement. They run and explore with their friends. Children are developing good physical skills.
- Staff understand that learning about the wider world and different people and communities is important. They plan for children to gain an understanding of the natural world well. However, there is not a wide enough range of opportunities to help children to learn about people, families and communities beyond their own.
- Parent partnerships are strong. Parents are very complimentary about the setting. They talk about how they value the ideas provided by staff to support their children's ongoing development at home. They report that receive a lot of communication about what children learn. Parents comment that children learn songs at pre-school and sing them at home. This ensures parents are fully included in their children's learning. Parents say that behaviour management at the pre-school is effective.
- Managers carry out regular supervisions with staff. Although staff receive regular feedback on their performance, supervisions of focused activities do not always make clear what staff need to do to improve teaching. Occasionally not all children stay deeply engaged and concentrate well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The staff and manager have a clear understanding of their responsibility to keep children safe. They know the signs to look out for which suggest that children may be at risk of abuse or neglect. Staff know how to report their concerns to the appropriate authorities. The manager regularly review the safeguarding policy and procedures at staff meetings. Staff conduct regular risk assessments to ensure that children in their care are kept safe. The manager ensures that staff remain suitable. She carries out regular checks with staff to discuss their ongoing suitability.

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

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

- enhance opportunities for children to learn even more about people and communities outside their own
- monitor teaching to help staff expand their skills further, particularly during focussed adult-led activities, so that each child makes the best possible progress.

## Setting details

<b>Unique reference number</b>	139952
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10265124
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Ruskin Road Pre-School
<b>Registered person unique reference number</b>	RP907257
<b>Telephone number</b>	02036090243
<b>Date of previous inspection</b>	25 May 2017

## Information about this early years setting

Ruskin Road Pre-School opened in 1966 and is owned by Carshalton Methodist Church. It is located in Carshalton, Surrey. The pre-school opens each weekday from 9.30am to 12.30pm and in the afternoon from 12.30 to 2.30pm during term time only. The pre-school is in receipt of funding for early education for children aged three and four years. The pre-school employs seven members of staff including the manager. Of these, four hold appropriate early years qualifications to level 3.

## Information about this inspection

### Inspector

Kate Daurge

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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