

# Inspection of RISE Pre-School @ The Oaks

The RISE Trust, The Oaks, CHIPPENHAM, Wiltshire SN15 1DU

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Inspection date: 10 February 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 happily arrive at the setting and are greeted by warm and caring staff. Activities that children enjoy are provided, which helps them to settle quickly. Children's behaviour is good. They learn from an early age to take turns. For example, when using the magnifying glasses in the mud tray, children pass them around so others can see the pretend bugs in the plant pots. Children learn about the 'We're Going on a Bear Hunt' book, as they retell the story in the garden. They enjoy splashing in the puddles, swishing their hands in the grass tray, and delight as they play with the pretend snow. Children are inquisitive to feel a selection of textures. They learn to use their senses to understand and explore their activities and environment.

A well-established key-person system supports children to learn self-help skills. For example, older children put their own coats and wellington boots on. Staff teach good hygiene in terms of wiping noses and handwashing. Learning these skills helps children become independent and ready for school. Staff have a good understanding of the children's stages of development and have clear learning intentions for them. Learning is carefully sequenced, so that children can build on what they already know and can do. Children make good progress from their starting points.

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

- The management team have a very good knowledge and understanding of what they want children to learn and achieve. They coach and support staff, who work well as a team to provide children with a stimulating learning environment, both indoors and outdoors. Staff have a very good understanding of children's differences, which they use to meet their individual needs.
- Staff have developed new strategies for managing children's behaviour, such as introducing picture prompts and sand timers. They model good behaviour for children to copy. Consequently, children behave well and show respect to others. Staff support children to develop their personal, social and emotional skills effectively. Children form close attachments with staff, and they play alongside or cooperatively with other children.
- The manager evaluates the setting effectively and works with the team to consistently improve children's experiences. For example, the manager has taken steps to develop a new woodland area in the outdoor play area.
- Staff provide good opportunities for children to develop their literacy skills. For instance, children listen to stories regularly and talk about the characters they see in the books. In addition, staff link stories to other activities and use props to extend children's learning. Staff encourage children to make marks using a range of materials to help develop their early writing skills.

- Staff have recently attended training to develop their skills in speaking and listening to children. Staff support children to develop their communication and language skills well. For example, they ask questions to encourage children to talk about their play. Staff support children to increase their vocabulary and develop their understanding.
- Staff know the children very well, including those who need additional support. They observe them regularly to assess what they can do and to identify many of the skills they need to learn next. Planning focuses on any gaps in children's learning and experiences. Support for children with special educational needs and/or disabilities is good. Potential issues are identified early on, and external support and advice is sought when necessary. Parents are fully involved in the process.
- Staff provide activities to support children's problem-solving skills. For example, children build towers with construction toys. However, staff do not use numbers effectively to extend children's early mathematical skills.
- Staff provide children with small-group and whole-group activities, which focus on reducing gaps in their learning. However, sometimes younger children lose concentration and become impatient during group times, as the sessions are too long and complex.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge of child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. The manager ensures that all staff frequently attend safeguarding training to update their knowledge. Staff are fully aware of their roles and responsibilities around safeguarding, including broader safeguarding issues. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure all areas of the premises are safe. The management team have robust recruitment procedures in place to check suitability of staff to help keep children safe.

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

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

- review the organisation of adult-led group times, to ensure that all children play a full and active part in all learning experiences provided to support their concentration further
- further extend children's understanding of numbers to develop their mathematical skills even more.

## Setting details

<b>Unique reference number</b>	EY368249
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10265409
<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>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	The Rise Trust
<b>Registered person unique reference number</b>	RP530600
<b>Telephone number</b>	01249 463040
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

'RISE Pre-School @ The Oaks' registered in 2008 and is located in Chippenham, Wiltshire. The pre-school operates Monday to Friday, from 8.45am to 2.45pm. The setting receives funding for the provision of early years education for children aged two, three and four years. There are six members of staff working directly with the children. Of these, all hold relevant childcare qualifications at level 2 or above, one holds a qualification at level 4.

## Information about this inspection

### Inspector

Tracey Cook

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector observed staff interactions with the children indoors and outdoors to assess the impact this has on children's development.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a learning walk across all areas of the setting and outside play areas to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess teaching standards.

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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