

Inspection of Rising Fives Pre School

Fairclose, Wells Lane, Whitchurch, Hampshire RG28 7FG

Inspection date: 28 February 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Leaders have a strong ethos of inclusion for the pre-school, and staff share their high expectations for all children regardless of their ability. Staff focus the curriculum aims and delivery on promoting children's personal, social and emotional development. This precise focus helps all children, including those with special educational needs and/or disabilities (SEND), to be able to access learning and thrive in their development.

Children enjoy learning and take pride in getting things right. They show enthusiasm when working together in small groups. They express their excitement through laughter and smiles as they wait eagerly for responses from their peers. Children listen to stories with interest. They take part in group singing and signing sessions and respond appropriately in circle times, taking turns and talking with assuredness.

Staff's knowledge of their key children helps to build positive, trusting relationships between them. This supports children to feel safe and secure and enables children with a range of social skills to learn, play and communicate alongside each other.

Children are able to talk about what they know and can do. Children communicate their needs and desires to key staff and are clearly listened to, with their views and wishes discussed. This enables children to feel supported and valued at the pre-school, and they display confidence and curiosity with new people as a result.

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

- Following parent consultation and close observation of children, staff currently focus on the teaching of early play skills. They also help children to learn about their feelings and emotions and learn how to respond in different situations. Staff have a good understanding of this focus, which is clearly demonstrated in their planning and delivery of activities. As a result, children make very good progress in these skills.
- The manager's intentions for the curriculum currently centre around the development of children's communication and language. Some staff use opportunities well to help children develop their emerging vocabulary during play, such as by using effective questioning. However, not all staff demonstrate a clear enough awareness of this focus for learning. Consequently, language support is not consistently embedded across the curriculum.
- Children with SEND are very well supported. Staff are able to share detailed insights into children's behaviours. They are highly attentive to changes in the learning environment and how these might impact on children's emotions and well-being. Some staff also use sign language support to communicate to

children with additional needs. As a result, children with SEND are able to participate positively in activities they otherwise might find challenging.

- Partnership with parents is productive. Following feedback at stay-and-play sessions, staff have supported parents to reduce children's screen time at home through a variety of strategies. In addition, the curriculum has been adapted to focus on the teaching of play skills as an alternative to solitary time spent on screens. Joined-up approaches, such as this, between pre-school and home, better enable families to explore parenting topics that are important to them. In addition, parent feedback shows positive regard for the communication and support of the pre-school team.
- Staff provide frequent opportunities for children to develop their mathematical knowledge throughout the day. For example, at snack time, children recognise numbers and count out the given number of foods for themselves. This enables children to become more independent while developing their understanding of number in a meaningful way.
- Staff report that they feel well supported by the pre-school manager and that they are able to talk to her at any time about their well-being. They are encouraged to share their ideas at regular team meetings. There are opportunities to develop staff interests through professional training courses. Recent training around behaviour management has enabled staff to reassess the layout of the pre-school. This has resulted in providing a more secluded and quieter area for children for reading, learning and relaxation.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding. They know how to identify any potential signs of abuse and know who to contact should they have concerns about a child. Managers keep detailed records of accidents, injuries, safeguarding concerns and non-attendance, which are all cross-referenced. This enables action to be taken if any patterns are identified. Staff have a good understanding of the indicators of female genital mutilation and know how to safeguard children who may be at risk. The manager completes safety checks of the provision on a daily basis. The provider also recognises the challenges of cold weather and how to ensure spaces within the pre-school are consistently suitable for children's use.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the curriculum so that practice is consistently embedded to further support language development.

Setting details

Unique reference number	507850
Local authority	Hampshire
Inspection number	10262878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	39
Name of registered person	Rising Fives Pre-School Group Committee
Registered person unique reference number	RP907754
Telephone number	01256 893708
Date of previous inspection	6 April 2017

Information about this early years setting

Rising Fives Pre School re-registered in 1974. The pre-school is a committee-run group. It is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open each weekday, during school term times, from 9.15am until 3.15pm. This is with the exception of Wednesdays, when the pre-school is open from 9.15am until 12.45pm. There are nine staff, six of whom hold appropriate qualifications at level 3 or above.

Information about this inspection

Inspector

David Watkins

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 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 to the inspector during the inspection.
- The inspector observed the quality of teaching during activities. He assessed the impact this had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The management team provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between practitioners and children.

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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