

# Inspection of Ravenshead Preschool Playgroup

Ravenshead C of E Primary School, Swinton Rise, Ravenshead, Nottingham NG15  
9FS

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Inspection date: 1 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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	Not applicable

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

### **The provision is good**

Children arrive at the pre-school with their parents or carers. They hang their belongings up, then turn to wave as their parents leave. Children confidently make their way to the carpet and sit down. Staff support children who need help to settle and join the group. Within group time, children are given the choice of songs they would like to sing. Throughout the day, children continue to choose resources to play with and explore. They are happy and engage with their environment well. Children giggle and laugh with their friends and staff frequently. As they build using plastic bricks, they get frustrated when they cannot get a piece to fit. Staff support children to persevere. Children call, 'did it!' when they manage to press it on successfully.

Children behave well as staff support them when they need gentle reminders. Children follow the staff's modelling as they remind each other how to behave. For example, children put their finger to their mouth and say, 'sssh' at snack time when their friends are too noisy. Children are polite to one another and the staff. They say, 'pardon' when they do not hear what has been said to them. Children learn to respect one another. They work together to successfully manoeuvre a bicycle with an additional seat around the garden. One child pedals while the other sits behind and pushes with their feet.

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

- The managers and the staff understand child development and what they want children to learn. They use children's interests, alongside topics throughout the year, to plan the environment to cover the areas of the early years foundation stage.
- Children are supported towards independence. Staff encourage children to wipe their noses with a tissue. Children take themselves to the toilet and gain support from staff if needed. At snack time, children are given a plate, crumpet and butter with a knife. Staff encourage children to spread their butter on their crumpets before they eat.
- Children develop mathematical skills. When children line up to go outside, staff encourage children to count how many are present. At group times, staff clap in time as they count and encourage children to join in. Within play experiences, staff encourage children to find numbers and use the language of size. Staff frequently use 'more' and 'less' within children's play to help them identify different quantities.
- Children enjoy being physical and moving their bodies in different ways. For example, as children sit at the top of the slide, they count 'three, two, one, go' before they slide down. Children run around, jump on trampolines, balance on beams, push bicycles, scoot, pedal and climb. Inside children are encouraged to

use small tools to punch holes in leaves. Children join in with staff as they dance to music and move their bodies in a variety of ways.

- Children's communication and language are supported. Staff read stories and sing with the children using different tones and sounds. They use simple sign language, slow their speech and use single words. Staff repeat what children say and use repetitive words to expose children to new vocabulary more often. Staff model how to communicate and use simple sentences that children can use. For example, staff support children to ask for help; they say, 'help please', and children repeat this back.
- Children's emotions are supported. When they notice their coat is broken, they tell staff they are sad. Staff ask if there is anything they can do to make them feel happy again. While children play in the water, they think they see a spider and get upset. Staff give a reassuring hug to support children to feel safe. This helps children to carry on playing.
- Parents share how happy they are with the pre-school. They say the staff are nurturing and supportive of the children and their needs, as well as of them as a family. Parents feel comfortable speaking with staff, and have had meetings to support their children's next steps. They comment on strategies the pre-school offers them to try and tasks to help with learning at home.
- Generally, children know what staff expect of them. For example, when children get ready to go inside or outside, they make a line. At lunchtime, they find their mats and sit down to eat their packed lunch. However, expectations staff have for parts of the routine are not consistent. As a result, some children lose interest or become distracted. For example, at group times, some children stand up while some sit down, and staff are not fully clear on what they expect children to do.
- The staff build positive relationships with the children. They join children in their play and know the children well. Staff identify appropriate next steps for children's learning. However, within some staff interactions, children are not fully supported to learn beyond what they already know or can do.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a strong knowledge of the signs and symptoms of abuse. They attend safeguarding training to support their understanding of local safeguarding concerns, such as domestic violence and radicalisation. Managers have robust processes in place to ensure children are safe and their families are well supported. Staff and managers are confident to make a referral to appropriate agencies if required. Staff and managers ensure the environment is safe for children. They undertake regular risk assessments of the environment and make adaptations where necessary. Managers follow a rigorous recruitment process to ensure new staff are suitable to work with children. Managers ensure staff's ongoing suitability and take actions where necessary to safeguard children and their families.

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

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

- support staff to develop their interactions with children to further extend children's learning beyond what they already know
- support staff to be consistent with their behaviour expectations.

## Setting details

<b>Unique reference number</b>	2610510
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10263387
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Ravenshead Preschool Playgroup Charitable Incorporated Organisation
<b>Registered person unique reference number</b>	2610509
<b>Telephone number</b>	01623 490707
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ravenshead Preschool Playgroup registered in 2020 and is located in Ravenshead, Nottingham. The pre-school employs seven members of staff. Of these, three hold appropriate early years qualifications at level 3, two hold level 5 and one holds a level 6 qualification. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alice Anders

## 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 setting.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation in the morning session.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked through a sample of key documentation, to ensure staff suitability.

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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