

# Inspection of Rhodes Preschool CIC

Boardman Lane, Middleton, Manchester, Lancashire M24 4PU

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Inspection date: 19 May 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 demonstrate positive attitudes to their learning. They are inquisitive, motivated and engaged in their play, supported by staff who tune into their interests and extend their knowledge and understanding. For example, children are intrigued with the tools that hairdressers use. Staff show them how to turn on and off the pretend equipment and explain how it could get hot and cause a blister. Children develop their critical thinking skills and are supported by staff who have high expectations of what they are able to achieve. For example, staff and children talk about what happens when the sun and rain come out together and how this creates a rainbow.

Children are happy, safe and demonstrate good behaviour. For example, staff ask more confident children to buddy up with less confident children. Children take pleasure in taking on this responsibility. This helps children to learn how to be kind to others and build good relationships. Children have good opportunities to develop their fine motor skills. For example, they use scissors and hole punches with increasing control. Children are developing healthy practices. For example, they clean their teeth each day at the pre-school and talk about tooth cavities.

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

- Staff support children to recall previous experiences and explore their feelings in remembered situations. For example, children role play visiting the doctor and having injections. They remember being scared and crying. This helps children to recognise and understand their feelings.
- Children are making good progress in their communication and language development. For example, when they are playing 'doctors', staff introduce ideas about stethoscopes and how they help doctors to listen to a heartbeat. Children use a breadth of language to describe the things they are doing in their play.
- Staff encourage children to use their imagination during play. For example, children pretend to get on a bus and think about where they might like to go. This helps children to introduce storylines and narratives into their play.
- Parentships with parents are good. Parents describe the pre-school as 'the best nursery ever'. Staff provide parents with resources that they can take home to extend children's learning and development. This helps to provide a consistent approach to children's learning.
- Children are learning about the world around them. For instance, they fill water squirters up and water the flowers. This helps children to understand about the natural world and growth.
- Children with special educational needs and/or disabilities receive good support. Staff spend time observing children so they can gain a good understanding of their development stages and needs. They use the information they gather

effectively to implement strategies that are appropriate. This helps meet the individual needs of children.

- Staff help children to understand the expectations of their behaviour in the setting. For example, they remind children to use their 'walking feet' indoors. This supports children to carry out appropriate behaviours.
- Children learn about different traditions in some cultures. For example, they have been learning about how babies can be carried in slings on their parent's back in some countries. This helps them to understand about similarities and differences. However, staff have not fully embraced the cultures and heritages of children who attend the setting in order to further strengthen their sense of belonging.
- Staff have reflected upon children's knowledge of mathematics and the opportunities for them to learn mathematical concepts. They have embedded mathematics into children's daily experiences. For example, children roll cars down ramps, learning about speed. Furthermore, they learn about sequences as they prepare sandwiches in the pretend shop.
- Leaders are reflective and have a clear intent for the curriculum. The intent is implemented well, supporting all children to make good progress. Leaders and staff undertake professional development to help them make improvements to the practice. For example, after undertaking research, they have developed the curriculum for personal, social and emotional development and supported children to regulate their emotions.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of abuse. They are aware of the things to look out for that might suggest a child is at risk of harm. Staff are clear on the procedure to follow if a concern arises about children's welfare. Staff know what to do if they are concerned about a colleague or the designated safeguarding lead. Staff ensure that children are well supervised and talk to them about how to keep safe. This helps to reduce any potential risks to children.

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

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

- find out about the cultural background and heritage of all children who attend the setting and use this information to further enhance children's self-identity and sense of belonging.

## Setting details

<b>Unique reference number</b>	EY483874
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10289053
<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>	24
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Rhodes Preschool C.I.C.
<b>Registered person unique reference number</b>	RP904151
<b>Telephone number</b>	01616531891 07562 383786
<b>Date of previous inspection</b>	9 November 2017

## Information about this early years setting

Rhodes Preschool CIC registered in 2014. The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager holds early years professional status. The pre-school opens from 9am to 3pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Ryan

## Inspection activities

- This was the first routine inspection the pre-school 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 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 spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector carried out joint observations of free play with the manager.
- Parents shared their views of the setting with the inspector.
- 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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