

# Inspection of Reepham Pre school

Methodist Church School Room, High Street, Reepham, Lincoln, Lincolnshire LN3  
4DP

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Inspection date: 20 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children arrive at the pre-school happy and excited for the day ahead. They are greeted warmly by the manager and form close attachments with the caring staff, who know the children well. This helps children to feel safe and secure.

Children's behaviour is very good. They listen intently and follow instructions. During large-group time, children raise their hand when they want to speak. They are encouraged and praised by staff for their contributions. Consequently, children feel valued and respected and display high levels of self-esteem. Furthermore, children develop strong physical skills, as they spend plenty of time outdoors. Anticipation builds as children take turns to throw different-coloured beanbags into a hoop. This helps to strengthen children's muscles and develop their coordination.

Children show an understanding of how to care for living things. For example, they find a broken tree branch and work hard to replant it. They fetch water to help it grow, showing an understanding of the natural world. Children's health and hygiene are prioritised. They independently access tissues to wipe their noses and understand the importance of rigorous handwashing. Children press a timer and wash their hands thoroughly for 20 seconds until the buzzer beeps. This helps to protect children from germs.

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

- Partnerships with parents are strong. Staff involve parents in their children's learning and keep them well informed about their development. Parents say their children have made good progress and their confidence has flourished since attending the pre-school.
- Staff develop close links with the adjacent school. The Reception teacher provides staff with training in phonics, to help build children's knowledge of letters and sounds in preparation for them moving on to school. Staff use supplementary funding to provide extra resources for children who require additional support, to help close any gaps in learning.
- Children demonstrate a good level of independence. They pour their own drinks and serve themselves at snack time. Staff provide hand-over-hand support for children who need a bit more encouragement, to help build their confidence.
- Staff are extremely positive role models. They help children to manage their feelings and behaviour effectively. They use sand timers to let children know when it is their turn. Children are kind to each other and willingly share toys.
- The manager is reflective and has a sufficient overview of the pre-school. She is passionate about driving improvements and staff attend regular training. The manager has identified strengths and areas for further development. For example, she plans to increase the monitoring and coaching of staff practice and

focus more specifically on developing their already good teaching skills to an even higher level.

- Staff's interactions with children are of high quality. Children learn about nature and demonstrate a strong understanding of the world around them. For example, children notice a bee hovering and invite staff to look at it. Staff ask, 'Do you know what the bee is looking for?' Children share their advanced knowledge and confidently talk about the bee searching for nectar to turn into honey. Children are curious and motivated to join the activities staff lead. However, the curriculum intent is not well known or understood by all staff. Learning is focused more on activities and less on what children need to know or do next to reach their full potential.
- Children demonstrate extensive vocabulary as they play. They skilfully work together to build a 'cathedral', using foam bricks. Staff expand children's speaking skills further, as they pose questions, talk clearly and describe and comment on children's actions. This helps children to make good progress in their speaking and listening skills. However, staff do not consistently promote the use of the home languages of children who speak English as an additional language during their play and learning, to help them develop further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Overall, staff have a good knowledge of the signs and symptoms of abuse, including those of extremist views and beliefs. Staff know who to make a referral to if they have any concerns about a child in their care. They undertake regular safeguarding training to keep their knowledge up to date. Staff are deployed effectively to ensure that children are always supervised and engaged. Furthermore, they carry out daily risk assessments of the premises to identify and remove any hazards to ensure that the children play in a safe environment.

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

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

- improve planning to identify more precisely what children need to learn from an activity so that their learning is maximised
- strengthen staff's understanding of how to further support children who speak English as an additional language during their play and learning so that they make even better progress.

## Setting details

<b>Unique reference number</b>	EY292508
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10295354
<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>	18
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Reepham Pre School Committee
<b>Registered person unique reference number</b>	RP524875
<b>Telephone number</b>	07837 691 151
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Reepham Pre school registered in 2004 and is based in Reepham, Lincolnshire. The pre-school employs five members of childcare staff, all of whom hold early years qualifications at level 3 or above. The pre-school is open from Monday to Friday, term time only. Sessions are from 8am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Walker

## 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 pre-school.
- The manager and the inspector had a learning walk to discuss the pre-school's early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents and took account of their views.

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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