

Inspection of Red Robin Pre-School

Gravel Hole Methodist Church, Castleton Road, Royton, OLDHAM OL2 6UP

Inspection date: 9 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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

Strong and respectful relationships between staff and children impact positively on children's well-being and happiness. Leaders create an effective settling-in process that enables children to develop confidence quickly. Additionally, staff provide embedded routines which further promotes children's safety and security. From these strong starting points, all children make good progress in their learning and development. Staff expertly support children's personal and social development. Consequently, children are keen, motivated and curious learners.

Leaders and staff place high importance on developing children's positive behaviour. Staff are excellent role models. Staff set very clear boundaries for behaviour; this means that children know what is expected of them. Additionally, strategies to promote good behaviour are used consistently by all staff. All children, including children with special educational needs and/or disabilities (SEND), learn to regulate their emotions, solve problems, develop and sustain relationships.

Staff promote children's communication and language development well. Books are shared in an exciting way which captures children's interests and supports them to develop a love of reading. For example, children delight in using their growing communication skills and puppets to retell the story of 'The Gruffalo's Child'.

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

- The pre-school is very well led and managed. The manager involves all staff in the self-evaluation of the setting. As such, all staff are engaged and motivated to continually improve. Staff feel valued and well supported in their roles.
- The manager devises a curriculum that provides all children with the opportunity to develop the key skills, behaviour and knowledge they need to prepare them well for their education ahead. That said, there are minor weaknesses in the curriculum intent and delivery for mathematics. This means that children do not make the excellent progress in mathematics that they do in other areas.
- The staff's work to promote positive behaviour is relentless. The leaders' ambition for all children to develop positive attitudes is well understood by staff. As such, staff invest time to help children learn how to be social. This means children are well mannered and demonstrate kindness and consideration for others consistently. Staff explain the expected behaviours and the reasons why for children. This means children learn to play and work together in harmony.
- Staff get to know children well. This, combined with staff's secure understanding of child development means that children's progress is accurately assessed. Staff use the information they gather to consider and plan meaningful learning opportunities for every child in their care. Staff communicate children's progress to parents so that they are well informed.

- High-quality interactions are a strength of the pre-school. Staff spend the majority of their time engaging in meaningful conversations with children. Staff tune in to children's interests and use questioning, commentary and direct teaching to promote learning at every opportunity. For example, when playing outside, staff and children together investigate ice that has formed. Children excitedly use hammers to smash the ice. Staff carefully discuss the properties of the ice with children. Children build knowledge incrementally.
- The support for children with SEND is of high quality. Leaders and staff identify any signs that may mean a child needs additional support promptly. The setting works in partnership with other agencies to ensure that children and their families receive timely support. Staff use a range of strategies to include all children and ensure the curriculum is accessible. This means that all children reach their potential.
- Staff provide children with the opportunity to move with competence and confidence in a wide variety of physical activities. For example, daily 'wake up and shake up' sessions provide children with the opportunity to develop control in their large and small muscles. Access to wheeled toys outside supports children to develop the skills of balance and pedalling. Children's physical development is good.
- Staff support children to develop appropriate and relevant independence skills. For example, staff deliver 'magic movement' sessions before lunchtime. This enables children to learn and practise the different movements they need to open their lunch boxes and unwrap their food. Furthermore, children learn how to manage tasks such as sweeping up and putting equipment away. Children develop the independence skills required for their futures.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the curriculum for mathematics to help children build knowledge and skills for their future learning.

Setting details

Unique reference number	EY452935
Local authority	Oldham
Inspection number	10316196
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	28
Number of children on roll	22
Name of registered person	Gravel Hole Methodist Church Committee
Registered person unique reference number	RP901894
Telephone number	07884 165351 or 0161 652 9326
Date of previous inspection	7 March 2018

Information about this early years setting

Red Robin Pre-School registered in 2012. It is located in Royton, Oldham. The pre-school opens Monday to Friday during term time. Sessions run from 9am to 3pm. There are five members of staff. Of these, one holds an appropriate early years qualification at level 6, one holds level 4 and three hold level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

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 and the inspector discussed how the manager organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to and communicated 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 about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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