

# Inspection of Radipole Preschool

Ratcliffe Hall, 1 Queens Road, WEYMOUTH, Dorset DT3 5EX

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Inspection date: 13 June 2024

**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 confidently, motivated to learn and join in. Leaders and staff have carefully designed an ambitious curriculum. They implement this through daily routines that promote children's learning and development of fundamental skills over the long term. Children's confidence to speak grows as they habitually describe their favourite toys to other children. Staff support children by celebrating their ideas and extending their sentences with new and interesting vocabulary. Children are well prepared for school. They take turns listening to one another and have learnt how to hold and use a pencil with control through a sequence of learning activities.

Leaders and staff welcome children and their families to be part of a community of learners, particularly those with special educational needs and/or disabilities (SEND). Children benefit from the expert skills and knowledge of staff and parents. They learn about children's exotic pet insects as part of their mini-beasts topic and are inspired by local musicians as they experience live music demonstrations. Children feel valued and cared for and have a positive attitude towards learning and towards one another.

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

- Leaders have a well-defined curriculum and a good understanding of the fundamental learning skills that children need to learn and develop effectively. They collaborate with staff to identify the essential skills and experiences that they believe are necessary for children to succeed. Leaders and staff implement their curriculum through thematic approaches that capture children's interests. Children deeply engage in meaningful learning activities, sustaining their concentration and make good progress.
- Leaders are ambitious and continually seek ways to improve and develop staff. They value staff's interests and expertise and use these to enhance children's learning experiences. Staff's enthusiasm for art is infectious. Children focus while painting, using a wide range of tools and techniques. Staff know in detail how these activities support children's development through accurate and controlled use of tools alongside knowledge about mixing colours.
- Leaders have successfully developed staff's use of assessment. Staff accurately identify children's needs. Staff adapt their planning and interactions with children to help them practise the skills that will help them learn effectively. They share their findings with parents and support them with specific ways that they can support their child at home.
- The staff are good role models of language. They read stories to the children throughout the day. Staff confidently and enthusiastically demonstrate new vocabulary. They use puppets that encourage children to participate in songs.

Children giggle and join in, accurately recalling lyrics. Staff watch children play and expertly join in alongside children's discussion to provide them with new, subject-specific vocabulary. Children make cars out of construction resources and use precise vocabulary to explain that they are making a 'Jeep' and what each component represents, 'This piece here is going to be a bumper'.

- Children with SEND make good progress. Leaders work with external agencies to secure the specialist support that children need. Staff are well-informed of children's individual needs and modify their interactions with them to help their development. However, occasionally, staff do not provide some children with enough targeted support to enable them to make the rapid progress they need to close gaps in their learning.
- The children's behaviour is good. Staff set clear expectations, and children follow their example. During lunchtime, children wait for one another and sit with their friends from their keyworkers group. Staff encourage friendly discussions with the children while also discussing healthy food choices as they eat. Children are kind and helpful towards one another and take turns when they play games.
- Leaders and staff have developed good partnerships with parents. The preschool supports parents with activities that help their child's development. Children regularly borrow books from the provider's library to read at home with their family. Staff also lend puzzles and jigsaws so children can practise games requiring them to concentrate and solve problems.

## **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:**

- ensure that children with special educational needs and/or disabilities consistently receive the targeted support they need to make rapid progress.

## Setting details

<b>Unique reference number</b>	141000
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10349791
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full 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>	38
<b>Name of registered person</b>	Radipole Pre-school
<b>Registered person unique reference number</b>	RP519774
<b>Telephone number</b>	07966 736 919
<b>Date of previous inspection</b>	6 September 2018

## Information about this early years setting

Radipole Preschool is run by a committee and registered in 1982. It operates from a shared hall near Weymouth, Dorset. It opens term time only, on Monday to Friday, from 9am to 3.45pm. There are seven members of staff who work with children. One is qualified at level 4, four at level 3, one at level 2, and one is unqualified. The pre-school receives funding to provide early years education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Jonathan Payne

## 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 they organise their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed its impact on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of a group activity with the manager.
- Parents and grandparents 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 nursery.

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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