

# Inspection of Ridgeway Methodist Preschool

Ridgeway Methodist Church, Mudge Way, Plymouth PL7 2PS

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Inspection date: 3 December 2024

<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

All children come into the pre-school with a smile, waving goodbye to their parents and grandparents. Staff greet them warmly, take their hand and lead them into the pre-school to play with a range of educational activities. Children happily follow, showing they feel safe and secure.

The pre-school staff design and implement their curriculum well. They know what they want children to learn. For instance, staff introduce 'social groups', whereby small groups of children join to take part in various games. Children enjoy rolling the ball to one another. They use their language skills to communicate with their peers to indicate who they will roll the ball to. Children listen carefully for their name and get ready to catch the ball if it is their turn. Children develop their social skills effectively. They use these during their independent play, saying 'my turn, your turn' when sharing resources with others.

Children have a positive attitude to learning and show a willingness to investigate new activities. Younger children enjoy painting Christmas-themed pictures and talk about the colours they are using. Older children use scissors effectively to cut out pictures of toys from magazines. They talk to their friends about which ones they will stick to their paper stocking. All children make strong progress from their starting points.

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

- Children enjoy sharing books with staff. Staff emphasise words such as 'prickly', 'shiny' and 'bumpy' while children touch the different textures within the story. They talk about how the lights on the Christmas tree at the end of the book are 'sparkly' and relate this to their own home experiences.
- Overall, children maintain attention and concentrate well, especially during adult-led groups. They enjoy playing number games with staff, such as identifying how many spots are on the picture cards, to support their mathematical knowledge. However, at times, staff do not consistently engage children, particularly boys, to sustain their attention and further their learning. They run around inside disturbing other activities.
- Children benefit from taking part in growing activities. They competently scoop up soil with their trowel and carefully tip it into their plant pot. Children place a bulb in the soil and staff talk to them about the 'root'. They encourage children to identify the flower from the picture, such as a daffodil. Additionally, children grow fruit and vegetables at the pre-school, such as potatoes. Once grown, children dig them up and eat them later for snack. Children develop an understanding of where food comes from.
- Parents and carers compliment the pre-school and the nurturing staff. They

comment that the pre-school has a 'family feel', where children's uniqueness is embraced. Parents say they receive detailed feedback about their child's day alongside ideas and ways to support their children at home. Parents say their children have made progress in their confidence, social and communication skills since starting.

- Children are confident learners and show a willingness to learn new skills. However, occasionally, staff do not enable children to do things for themselves. For example, staff write in children's Christmas cards, hang up their coats and prepare their snack. Staff do not enable children to be consistently independent to help prepare them for their next stage of development.
- Staff take children out into the local community, where they collect natural items such as conkers and leaves to use in artwork. Children learn about nature and make leaf rubbings and paintings with the items they have found. Staff also take children to the local memorial to see the poppies and learn about the people who fought so bravely in the war.
- Children enjoy singing, which helps to support their communication skills. Staff teach them new songs, such as those they will be using in the Christmas nativity. Children join in with enthusiasm, using their voice and actions to express their enjoyment. Later, children recall these songs independently, singing 'We Wish You a Merry Christmas' as they play.

## **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:**

- develop and implement strategies to keep children engaged in learning, particularly boys
- enable children to consistently develop their independence skills.

## Setting details

<b>Unique reference number</b>	EY541662
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10368043
<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>	17
<b>Name of registered person</b>	Ridgeway Methodist Children's Care Centre CIO
<b>Registered person unique reference number</b>	RP541661
<b>Telephone number</b>	01752 331186
<b>Date of previous inspection</b>	6 March 2019

## Information about this early years setting

Ridgeway Methodist Preschool opened in 1995 and re-registered in 2017. It is located in Plympton, Devon. The pre-school is open Monday to Friday from 8am until 3pm, during term time only. There are five members of staff, four of whom hold recognised childcare qualifications at level 3 and one holds a qualification at level 2. The pre-school offers government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Joanne Steward

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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 and the manager carried out a joint observation together.
- 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 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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