

Ravenfield Pre-School Playgroup



Ravenfield Junior and Infant School, Moor Lane North, Ravenfield, Rotherham,
South Yorkshire, S65 4LZ

Inspection date	22 June 2015
Previous inspection date	1 July 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of staff's observations and planning for the children's learning is variable. As a result, all aspects of learning are not routinely planned for so children do not all make good progress.
- The manager does not always monitor all aspects of staff's practice in order to address weaknesses in the assessment of younger children's progress.
- Staff have not developed partnerships working with parents and other early years providers well enough to ensure that children benefit from consistency in their care and learning.

It has the following strengths

- Staff develop all children's communication and literacy knowledge well, including those who speak English as an additional language.
- Children have formed secure emotional attachments with staff and feel safe in their care. They confidently kiss their parents goodbye and very quickly engage in activities that are set out for them.
- Children's independence is promoted well at snack times. They collect their own plate and cup, and choose from a selection of milk and water, before sitting down to enjoy fresh apple and breadsticks.
- All staff are qualified and attend regular training to ensure they have the skills they need to care for children appropriately. They keep children protected and secure. They place a good focus on promoting children's well-being.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of observations so that staff precisely identify children's current level of development and clearly establish their next steps in learning, in order to plan effectively for children's progress in all areas of their learning
- monitor staff practice more closely, so that the quality of assessments for younger children is improved.

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

- encourage all parents to share details about what their children achieve at home and use this information to work together so children make good progress in their learning and development
- share more information with other early years providers children attend, so that practitioners work together to achieve continuity in children's care and learning.

Inspection activities

- The inspector observed activities in the main playroom and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, and spoke to children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector viewed samples of documentation, including evidence of the staff's suitability, their qualifications and self-evaluation form.
- The inspector took account of parents' views on the quality of the provision.

Inspector

Jane Tucker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff know children well and interact with them appropriately. They help children to learn by using their interests as a starting point for activities. For example, a superhero area has been set up to encourage children to take part in writing and number activities. Children count how many superhero models staff have in their hand. They find the correct numeral displayed on the wall. They recognise that if one superhero is taken away from a group of three, then two superheroes will be left. Young children dip their hands in water to find letters in the spaghetti soup. Staff say the letter sounds, encouraging young children to repeat what they hear. Older children learn letter sounds, choosing items from a bag, such as a plate and policeman. Younger children enjoy listening to stories. Staff point to the words as they read, helping children to learn that print carries meaning. Staff observe children as they play. However, not all children's next steps in learning are routinely identified, ensuring that all aspects of learning are planned for.

The contribution of the early years provision to the well-being of children requires improvement

Children are warmly welcomed at the pre-school. They arrive cheerful and are eager to begin their day. Children show how they know the routine, hanging their coat up and finding their name to stick on the chart. Their behaviour is very good. Staff help children to be kind and share, promoting children's understanding of how to make relationships. Children sing their lining up song before going outside and staff count children, ensuring they know how many are outside. Children have access to daily fresh air and physical play in all weather. Children enjoy sitting in a tent outside when it starts to rain. They cover themselves and staff with a blanket to keep warm while they look at books. Children go on visits to the school's foundation classroom that is in the same building. This helps children to prepare emotionally for their move on to school.

The effectiveness of the leadership and management of the early years provision requires improvement

The manager has identified many areas for improvement through careful reflection and evaluation. She spends much time in the playroom, supporting and observing staff. This gives her a sound understanding of the impact staff's teaching has on children's learning and development. However, she does not monitor some aspects of staff practice closely enough to ensure that assessment of children's progress is accurate, and that next steps for their learning are clearly identified. However, the manager has already taken action to improve the tracking of older children's progress. This has been invaluable in identifying and addressing some aspects of learning that were less well planned for. Parents spoken to during the inspection comment that they are happy, overall, with the service provided. However, parents are not always well supported to share information about their child's learning and development at home. Staff do not always share enough information with other early years providers that children also attend. This means they cannot make sure that children enjoy consistency in their care and learning.

Setting details

Unique reference number	EY299452
Local authority	Rotherham
Inspection number	861693
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	65
Name of provider	Ravenfield Pre-School Playgroup Committee
Date of previous inspection	1 July 2010
Telephone number	01709 703990

Ravenfield Pre-School Playgroup was registered in 1969. It is managed by a voluntary parent committee. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or level 5. One has Early Years Professional status. The pre-school opens Monday to Friday, during term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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