

Ravenfield Pre-School Playgroup

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



Inspection date	13 June 2016
Previous inspection date	22 June 2015

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- At the time of the inspection, the provider had not ensured that the required suitability checks were carried out on all members of the committee.
- Staff do not support the learning and engagement of children who prefer to learn outdoors quite as well as they do for children who prefer to be inside.

It has the following strengths

- Children's language development is supported well by staff. Children who speak English as an additional language settle quickly and gain confidence to play with and speak to their peers. Children are becoming increasingly confident and inquisitive learners.
- All children are supported to make good progress. Additional funding is used effectively to target areas where some children need extra support, such as language and communication. This helps them to catch up with their peers.
- The well-qualified staff team has a very good knowledge of how children learn and develop. They plan effectively for children's learning and interact positively with them while they play. Children make consistently good progress in all areas of learning.
- Staff receive regular supervision and appraisal sessions to monitor practice and to plan for future training needs. All of the staff hold relevant childcare qualifications. This has a positive impact on the good quality of teaching children experience.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- implement an effective system to check the suitability of members of the committee, including supplying the required information to Ofsted in a timely manner. 13/07/2016

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

- offer children who prefer to play and learn outdoors with more opportunities to build on their learning in their preferred environment.

Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager. The inspector also viewed the indoor and outdoor environments.
- The inspector observed children's play, activities and staff interaction with children in all areas of the pre-school, including outdoors. She also viewed the toys, resources and equipment available for children's use.
- The inspector sampled a range of documentation including children's records, the planning, written policies and risk assessments and discussed safeguarding procedures.
- The inspector checked the evidence of the suitability and qualifications of staff and committee members.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are trained in child protection and fully understand their responsibilities in protecting children in their care. Recruitment and vetting procedures are followed to check the suitability of all staff working directly with children and those with direct responsibility for the running of the pre-school. However, at the time of the inspection not all of the new committee had undergone necessary suitability checks. However, because these committee members do not work directly with children and do not have responsibility for making decisions about the running of the pre-school, the risk to children is minimal. Partnerships with parents and other professionals are well established. This means that each child's individual care and learning needs are consistently met. Parents speak positively about the setting and how easily their children settle. They are kept well informed about the progress their children make.

Quality of teaching, learning and assessment is good

Managers and staff use self-evaluation effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection. For example, assessments are now more accurate and based on observations of what children know and can do. This information is now used to plan a wide range of interesting activities that meets children's individual needs. Any potential gaps in children's learning are identified and addressed. Children enjoy using their imaginative skills as they book holidays in their role-play travel agents. They create transport models from boxes and are very proud to show these to people. Children have fun using rhyming words and phrases. Staff encourage children to count and match numbers as they play.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are learning to take turns and share. Staff have created a warm, welcoming and stimulating environment. The key-person system is well embedded and staff support children to settle happily and to develop close relationships. Staff promote children's awareness of healthy lifestyles well. Children learn good hygiene practices and enjoy healthy snacks. They benefit from regular opportunities to play in the fresh air. Regular risk assessments help staff to minimise any potential hazards. Staff are good role models, who enhance children's understanding of diversity and difference.

Outcomes for children are good

All children, including those who are in receipt of funding, who have special educational needs or disability and those who speak English as an additional language, make good progress. Children are prepared well for their future learning. They play and explore happily and are keen to learn. Children are confident communicators. They communicate their needs clearly and understand simple instructions. Children are learning to be helpful and polite. They are growing in confidence and building friendships with their peers.

Setting details

Unique reference number	EY299452
Local authority	Rotherham
Inspection number	1018277
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	58
Name of registered person	Ravenfield Pre-School Playgroup Committee
Registered person unique reference number	RP523306
Date of previous inspection	22 June 2015
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, four hold appropriate early years qualifications at level 3 and two at level 5. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and from 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 and children who have special educational needs or disability.

This inspection was carried out by Ofsted 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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