

Rolleston Pre-School Playgroup

School Lane, Rolleston-on-Dove, Burton-on-Trent, Staffordshire, DE13 9AQ



Inspection date	22 June 2016
Previous inspection date	16 September 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
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 is good

- Clear and focused plans have been implemented and vast improvements have been made to the provision since the last inspection. The manager is supported well by a dedicated staff team, who ensures that each child is well cared for, happy and safe.
- Partnerships with parents are very strong. Parents receive regular information about children's progress and development. Children benefit from a shared approach to their care and learning.
- Highly qualified staff use their knowledge of young children's development well. They provide a range of resources and activities to promote learning in all areas. Children are settled and happy and demonstrate that they have a thoroughly enjoyable time at the pre-school.
- Strong links have been established with the on-site school that most children move on to. Transition arrangements are robust and children make frequent visits to help them settle and become familiar with the new environment.

It is not yet outstanding because:

- Systems to monitor children's progress are not always precise enough, in order to plan effectively for every child to achieve rapid progress in their learning.
- Adult-led activities are not always planned and organised effectively enough to maintain children's focus and attention.

What the setting needs to do to improve further

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

- enhance further the good arrangements for the assessment of children's learning so that they are even more accurate and can be used to plan for children's rapid progress
- review the planning and organisation of adult-led activities so they fully hold the interest of each child.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector looked at children's learning journey progress records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector held a meeting with the nominated person and the pre-school manager.
- The inspector spoke to the staff and children during the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The manager demonstrates a strong and ambitious commitment to further improving the quality of the provision. Self-evaluation includes the views of staff, parents and children and highlights accurately the areas for improvement. Recent changes include extensive development of the outdoor space, which is now a vibrant and exciting area. Arrangements for safeguarding are effective. Staff have a clear understanding of how to respond in a timely and appropriate way to any safeguarding concerns. There are effective arrangements for continued professional development and additional training for staff. Staff demonstrate their commitment as they undertake personal reading and research to develop their knowledge. This supports staff to further their skills and maintain good quality teaching throughout the pre-school. The manager tracks all children's development to ensure they make consistently good progress.

Quality of teaching, learning and assessment is good

Staff know children well and use effective observation, assessment and planning systems to help children achieve their next steps in learning. Staff promote children's early literacy skills effectively. For example, they teach children to recognise letters in their name by prompting them to find their name as they arrive. Staff help all children to develop good language skills. Children are confident communicators and frequently engage in detailed discussion with adults to share their thoughts and ideas. Staff provide numerous opportunities for children to extend their physical development. Children competently balance and jump across tree stumps and use their small muscles as they peg washing out to dry.

Personal development, behaviour and welfare are good

The small, long-standing staff team creates a nurturing environment where children thrive. Staff are kind and attentive and children form strong bonds with them. Children learn to behave well. Staff gently explain how they can share and take turns. Children are learning how to keep themselves safe and healthy. Staff discuss the importance of wearing sun hats and of handwashing prior to eating. Home learning is well supported and a variety of resources are made readily available for parents to use. Parents value the many different ways that staff share information with them and are highly complementary about the provision. This shared approach supports children's learning, development and well-being, both in their own home and in the pre-school.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress based on their starting points. Children are well prepared for the next stage in their learning at school. They are active learners and have good opportunities to explore resources and extend their own play. Many children have a good knowledge of the sounds letters make. Children write their names and competently use numbers in their play. Children routinely sort, match and count. Independence skills are emerging. Children take responsibility for tidying away toys, putting rubbish in the bin and collecting their own food and drinks at mealtimes.

Setting details

Unique reference number	218214
Local authority	Staffordshire
Inspection number	1027742
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	3 - 4
Total number of places	24
Number of children on roll	64
Name of registered person	Rolleston Pre School Playgroup & Toddlers Committee
Registered person unique reference number	RP908699
Date of previous inspection	16 September 2015
Telephone number	01283 239209

Rolleston Pre-School Playgroup was registered in 1992. The pre-school employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and two at level 3. The manager has early years professional status and two members of staff have qualified teacher status. The pre-school opens Monday to Friday during term time. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for three- and four-year-old children.

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