

Ruskin Road Pre-School

Carshalton Methodist Church, Ruskin Road, Carshalton, Surrey, SM5 3DE



Inspection date	25 May 2017
Previous inspection date	27 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager and her staff have strong working relationships with parents and involve them in their children's learning and development to support their learning at home.
- The manager supports children who have special educational needs/and or disabilities through targeted teaching and effective partnerships with parents and health professionals. She works closely with the local primary school to help aid transitions.
- Staff consistently promote children's early mathematical and literacy skills during daily activities and routines. Children make good progress in their learning.
- Staff demonstrate good teaching skills. For example, they show and talk about strategies to help children think and solve problems so they learn how to do things.
- The manager implements a good key-person system to enable children to build close relationships with familiar and trusted adults and support their emotional well-being.
- Staff manage children's behaviour well. They act as positive role models and help children learn to share and take turns, and respect the needs of others.

It is not yet outstanding because:

- Staff do not consistently use the information they gain from parents and their initial assessments of children to precisely target their starting points when they first start.
- The manager does not regularly reflect on the organisation of resources to help children learn about people who are different from themselves and enable them to use a range of technological toys.

What the setting needs to do to improve further

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

- use the information from parents and initial assessments of children when they first start to consistently track children's starting points more accurately
- reflect and improve the organisation of resources to help children learn about different cultures and backgrounds, including disability, and experience a range of technological toys.

Inspection activities

- The inspector observed children's play and staff's interactions, indoors and outdoors, to report on the quality of teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of staff suitability and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jane Winnan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her staff have a good knowledge of how to keep children safe, if they have concerns about their welfare. She has good recruitment and induction procedures and ensures staff are suitable to work with children. This helps to safeguard children's welfare. The manager monitors and supports her staff well. She has regular meetings with staff to manage their performance and discuss their professional development. For instance, staff attend training to improve the systems for observation and assessment and next steps for children's learning. The manager creates opportunities to collect the views of parents and children. For example, staff meet with parents to share children's interests at home. Parents contribute observations to their children's learning journal to support a shared approach.

Quality of teaching, learning and assessment is good

The manager plans a good range of interesting and stimulating activities for the different age groups and abilities of children. For example, older children experiment with magnets and cut open vegetables to develop their physical and investigative skills. Staff are well informed about the learning intentions for each activity. For example, the manager provides display stands on the tables that suggest thought-provoking questions to challenge children in their learning, such as, 'Can you build a house?' when children use shapes. Staff support children's mathematical language well. For instance, they assess children's understanding of number, colour and shape when they hammer metal pins through wooden shapes.

Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment and children settle quickly. They help children to learn about how to keep themselves safe. For example, before going outside, they talk to children about wearing their hats to protect them from the sun. Staff enable children to manage a few safe risks. For instance, they supervise children well up and down the stairs to the outside play area for daily exercise. Staff teach children about healthy eating and to manage their own personal hygiene routines. For example, children wash their hands before snack time to support their growing independence. Behaviour is good. For example, children work cooperatively together to help tidy the toys away.

Outcomes for children are good

Children make good progress and are well prepared for school. They are confident to ask staff questions and make choices about the activities they want to play with. Children practise their early mathematical and literacy skills. For example, they learn to write and recognise the letters in their name. Children have access to a range of creative materials to help develop their sensory experiences in different ways. For instance, they explore a range of sensory bottles and materials and paint with potatoes on paper doilies.

Setting details

Unique reference number	139952
Local authority	Sutton
Inspection number	1089587
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 - 4
Total number of places	32
Number of children on roll	38
Name of registered person	Ruskin Road Pre-School
Registered person unique reference number	RP907257
Date of previous inspection	27 February 2015
Telephone number	02036090243

Ruskin Road Pre-School opened in 1966 and is owned by Carshalton Methodist Church. It is located in Carshalton, Surrey. The pre-school opens each weekday from 9.30am to 12.30pm, during term time only. A lunch club is offered from 12.30pm until 1.30pm. The pre-school is in receipt of funding for early education for children aged three and four years. The pre-school employs 10 members of staff including the manager. Of these, eight hold appropriate early years qualifications to level 3 and two are unqualified.

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